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ABSTRACT

This document provides the procedures and instruments through which vocational education program personnel may evaluate or reevaluate the value and effectiveness of their program. It was prepared to help secondary vocational educators prepare for self-evaluation of their programs and site visits by educational personnel as part of a statewide evaluation of vocational education. Following an introduction that explains the goals and objectives of the statewide evaluation project and a glossary, the manual is organized in three chapters. The first chapter covers self-evaluation and includes information on preparation, collecting the self-evaluation data, analyzing and interpreting the data, and writing the self-evaluation report. External evaluation is covered in the second chapter, which provides a look at the goals of the team visitation, the evaluation team, the conduct of the visit, the preparation checklist, and the team visitation report. The third chapter suggests ways to use the evaluation findings to improve a school's vocational education program. Sample forms and correspondence are provided in the appendixes to the guide. (KC)

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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

SECONDARY VOCATIONAL PROGRAM EVALUATION

P R O J E C T

Vocational Evaluation Manual

1988-89

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Richard Dignan, Bureau for Vocational Education

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VOCATIONAL EVALUATION MANUAL

Prepared for the

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PREFACE

The purpose of this Vocational Self-Evaluation Manual is to provide the procedures and instrumentation through which vocational education program personnel may evaluate or re-evaluate the value and effectiveness of their program.

Although there are many factors which contribute to a successful vocational evaluation, essentially there are three basic commitments required of those who wish to ensure a quality evaluation:

- willingness to invest the time, effort and expense required to carry it through,
- support of administrative and program personnel for the purpose of the study, and
- a conscientious dedication to carry out, to the greatest possible extent, any improvements which the study shows to be needed for stregthening the program's structure and services.

The Vocational Evaluation Manual is based upon statewide goals and objectives of vocational education as determined in 1986 by the project Advisory Committee and project staff. Advisory Committee members included: Jerry Chlebowski, Section Chief, WBVTAE; Richard Dignan, Director, Bureau for Vocational Education, DPI; Carlyle Gilbertson, Guidance and Counseling, UW-Stout; Laurie Hittman, Northwest Homemaking Coordinator, CESA #10; Cecile Hoffman, LVEC, CESA #3; Vickie Poole, Business Education Consultant, DPI; Harland Samson, Dean, UW-Madison; Herb Schneider, LVEC, Sheboygan Public Schools; Jerry Schoenike, District Administrator, Clintonville; Mel Hynek, Business Education Supervisor, Milwaukee Public Schools; Jim Schultz, LVEC, Edgerton Public Schools; Fred Skebba, LVEC, Minocqua/ Rhinelander Public Schools; Cliff Stanford, LVEC, Eau Claire Public Schools; Preston Smeltzer, Special Needs Consultant, DPI; Steve Gilles, DPI; and Fred Schroedl, Milwaukee Public Schools.

Ex officio members were: Bob Enghagen, DPI; and Kathleen Hirsch, Elizabeth Klitzke, Cheryl Lowery, Margaret Melick, and Orville Nelson, Center for Vocational Technical and Adult Education at UW-Stout.

Serving on a business/industry advisory committee were: Mary Lou Linton, Metropolitan Milwaukee Association of Commerce; Russ Weisensel, Wisconsin Agri-Business Council, Inc.; Jim Detert, Allen-Bradley Company; and Karl Powell, LVEC, Milwaukee Public Schools.

Recognition for foresight and continual support and assistance through-out the project is given to the Wisconsin Department of Public Instruction, Bureau for Vocational Education, Richard Dignan, Director and Robert Enghagen, Planning/Evaluation Specialist. The administration, LVEC and vocational staff of the participating schools are also commended for having responded with wholehearted professional dedication in the use of the evaluation model, doing so in many cases under rigorous time constraints.

Thanks to all others who have helped in the development and conduct of this project.

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INTRODUCTION

In an attempt to be accountable for the distribution of vocational funds, as well as to promote optimum planning and improvement of local programs, the Wisconsin Department of Public Instruction (DPI) in 1976 initiated and sponsored the development of an evaluation system for secondary vocational education programs. From FY78 to FY82 (Cycle I), 244 secondary schools evaluated their vocational programs.

During the FY83 DPI Secondary Vocational Program Evaluation Project, the original evaluation model was revised in a cooperative effort of state and local personnel, coordinated by the Center for Vocational, Technical and Adult Education (CVTAE), University of Wisconsin-Stout. Initial development was accomplished at a two-day workshop attended by project advisory committee members and CVTAE project personnel. At the workshop, the revised evaluation model was developed depicting program activities as PLANNING, IMPLEMENTATION, and EVALUATION. Key questions were generated within each program phase indicating key evaluation concerns. The instrumentation and procedures were based upon these identified program evaluation concerns. From FY84 to FY87 (Cycle II), 250 secondary schools evaluated their vocational programs, many for the second time.

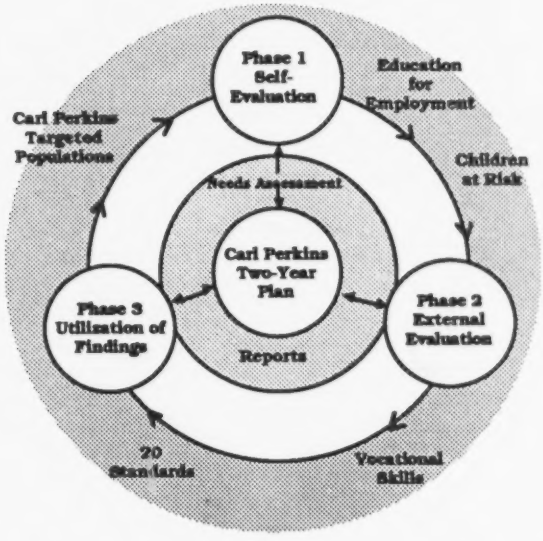
During the FY87 Secondary Vocational Program Evaluation Project, the evaluation model was again revised to reflect the Carl D. Perkins Vocational Education Act of 1984 and Bureau for Vocational Education guidelines and requirements. A revision advisory committee provided input from LVECs, CESAs, Wisconsin Board of VTAE, UW-Stout, and the BVE. CVTAE project staff used advisory committee recommendations in developing the Cycle III (FY88-FY92) materials and procedures. Other input was provided by a business/ industry advisory committee and the Wisconsin Association of Secondary Vocational Administrators (WASVA). At this time, approximately 230 schools are scheduled to evaluate their vocational programs in Cycle III.

The DPI Secondary Vocational Program Evaluation, FY88 to FY92, consists of three interrelated phases as illustrated in Figure 1 and described on page 2. Note the shaded circles indicating the context of federal and state requirements, as well as needs assessment reports and the Carl Perkins Two-Year Plan.

Figure 1

Overview of the Model

DPI Secondary Vocational Program Evaluation



Overview of the Evaluation Model

The evaluation model is made up of three phases: Self-Evaluation, External Evaluation, and Utilization of Evaluation Findings. The relationship of needs assessment to the overall evaluation system is also shown. Evaluation planning takes two forms, the preliminary planning activities which precede the Self-Evaluation and the Carl Perkins Two-Year Plan which interrelates with all phases of the evaluation cycle.

Preliminary planning activities which take place prior to the Self-Evaluation include identifying a steering committee, developing graduate and employer mailing lists, establishing a budget, reviewing the previous vocational evaluation reports, attending training workshops, ordering instruments, considering how findings will be used, and setting an on-site date. The Carl Perkins Two-Year Plan serves as a directing base for these initial planning activities.

Note: The total vocational program is evaluated. Staff members are not evaluated.

Phase I

SELF-EVALUATION. Adapting and using the procedures and instruments contained in the Vocational Evaluation Manual, schools conduct and report a comprehensive self-evaluation of the total vocational programs. These include vocational guidance and counseling, and Carl Perkins targeted populations. Five questionnaires are required. An additional eight instruments are optional. Schools who completed an evaluation in FY84-87 will address utilization of their findings toward program improvement as outlined in their Carl Perkins Two-Year Plan.

Phase II

EXTERNAL EVALUATION. Adapting and using the procedures and instrumentation contained in the Vocational Evaluation Manual, schools conduct an external evaluation and receive a written report containing conclusions, recommendations, and solutions for program improvement. This report will incorporate progress made toward implementing FY84-87 recommendations, and solutions for program improvement. This report will incorporate progress made toward implementing FY84-87 recommendations and goals contained in their Two-Year Plan.

Phase III

UTILIZATION OF EVALUATION FINDINGS. In this phase, schools analyze and interpret findings from the Self-Evaluation and Team Visitation Reports, set priorities, implement changes, and monitor impact which occurs as a result of the evaluation. Participation of staff is acknowledged. Plans for the next evaluation cycle are also begun. (See pp. 59 to 70 for suggested utilization process.) The priorities that are set in the Utilization phase are used in developing and/or updating the Carl Perkins Two-Year Plans and program/ department plans.

Major Outcome Measures

Major outcome measures of the vocational program evaluation are prioritized on three levels as illustrated in Figure 2.

Figure 2

Wisconsin DPI Secondary Vocational Program Evaluation

Three Major Prioritized Outcome Measures

1 LOCAL Level	Promote and assist in the evaluation of LEA* vocational programs for the purpose of program improvement at the local level.
2 STATE Level	Provide valid representative data on LEA* vocational programs for regional and statewide planners of vocational education and to satisfy state requirements of program evaluation.
3 NATIONAL Level	Help ensure accountability of federal funds allotted to LEA* vocational programs and to satisfy federal requirements of program evaluation.

* LEA Local Education Agency (K-12, or as appropriate)

GLOSSARY

Term	Definition
Occupational Preparation Program (OPP):	That portion of the vocational education program that directly applies to preparation for paid or unpaid employment. It includes (1) the instructional programs and (2) sequence and/or prerequisite courses.
Instructional Program Component (IPC):	The part of the Occupational Preparation Program (OPP) that includes occupational preparation for students according to their declared career objectives. Other elements of an IPC include federal funding, co-op/simulation/project method, and preparation for a wage-earning job.
Sequence Course:	The part of the Occupational Preparation Program that includes courses that are not within the instructional program component (IPC). Sequence graduates have taken two or more courses in one vocational discipline. Courses may be a semester or a year in length.
General Education Program:	An academic, nonvocational program.
Special Needs Students:	A generic term used to include (1) disadvantaged, (2) handicapped, and (3) those students with limited English proficiency (LEP).
(1) Disadvantaged Students: (Refer to PI-1330, Column 13, ABC)	Individuals (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. The term includes individuals who are members of economically disadvantaged families, migrants, and individuals who are dropouts from, or who are identified as potential dropouts from secondary school. For the purpose of this definition, an individual who scores below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale, or who fails to attain minimal academic competencies may be considered "academically disadvantaged." The definition does <u>not</u> include individuals with learning disabilities. The fact that an individual student comes from an economically disadvantaged family is *not* sufficient evidence to conclude that the student has special needs. The key ingredient or criteria is that the individuals "require special services and assistance in order to enable them to succeed in vocational education programs." The Carl Perkins Act definition of "disadvantaged individuals" would include, but not be limited to, those students defined as "JTPA 8% eligible" in Wisconsin. Note, however, that Wisconsin's definition of "JTPA 8% eligible" is based upon more than economic needs. Similarly, any student defined as being "at risk" as per section 118.153 of the Wisconsin statutes would also probably be "disadvantaged" as per the Carl Perkins Act.

Term	Definition
(1) Disadvantaged Students: (continued)	"Children at risk" means children who are (a) either: 1) drop-outs, *or* 2) pupils who have been absent from school for 20 school days or more during the school year without acceptable excuses under s. 118.15(1)(b) to (d) or (3), Stats., and s. 118.16(4), Stats., *or* 3) pupils who are parents, *or* 4) pupils who have been adjudicated delinquent (b) *AND* who are 1) one or more years behind their age or grade level group in the number of credits attained, *or* 2) one or more years behind their age or grade level group in mathematics or reading skill levels. *Dropouts for "children at risk" means a child who ceased to attend school, continues to reside in the school district, does not attend a public, private or vocational, technical and adult education district school or home-based private educational program on a full-time basis, has not graduated from high school and does not have an acceptable excuse under s. 118.15(1)(b) to (d) or (3).
(2) Handicapped Students (EEN):	Individuals who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired persons, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance.
(3) Limited English Proficient:	Any member of a national origin minority who does not speak and understand the English language in an instructional setting well enough to benefit from vocational studies to the same extent as a student whose primary language is English; i.e., Limited English Proficient.
Individual Education Program (IEP):	A written statement describing the education objective for and the services to be provided to each handicapped child.

Chapter 1

SELF-EVALUATION

Preparation

Training Workshops

LVECs will be notified prior to their school's evaluation year about dates of LVEC Training Workshops. Workshop I will be available in January (preceeding the evaluation year) or September of the evaluation year. Workshop II will be available in September (for those attending a January Workshop I) or December (for those attending a September Workshop I).

Commitment

The self-evaluation is a cooperative study and should involve commitment and support from the district administration, vocational coordinator and involvement of vocational, guidance and special needs staff. The community, advisory committee(s), board of education, graduates and students should be aware of the evaluation process and informed throughout.

Adequate time should be allowed to provide for effective planning and completion of all phases of the study. A one-year time span is looked upon as minimum with major committee assignments being made prior to the evaluation year. An 18-month time span is suggested for large and/or multiple school evaluations. (See Time Frame grid on page 13.)

NOTE: The Bureau for Vocational Education (BVE) has established the following requirements:

- All 1988-89 schools must submit their Self-Evaluation Report to BVE and CVTAE by June 30, 1989.
- All 1988-89 schools must complete their on-site visitation by the end of Semester I, 1989-90.

Committees

(1) Steering Committee. In order that the self-evaluation study be effective and cohesive, it is necessary that overall responsibility for the study be vested in the head of the program, the Local Vocational Education Coordinator (LVEC). The LVEC will appoint a steering committee and serve as chairperson. A representative steering committee would include: LVEC, principal, guidance director, coordinating teacher(s), public relations specialist, academic representation, student/graduate representation, advisory committee member(s).

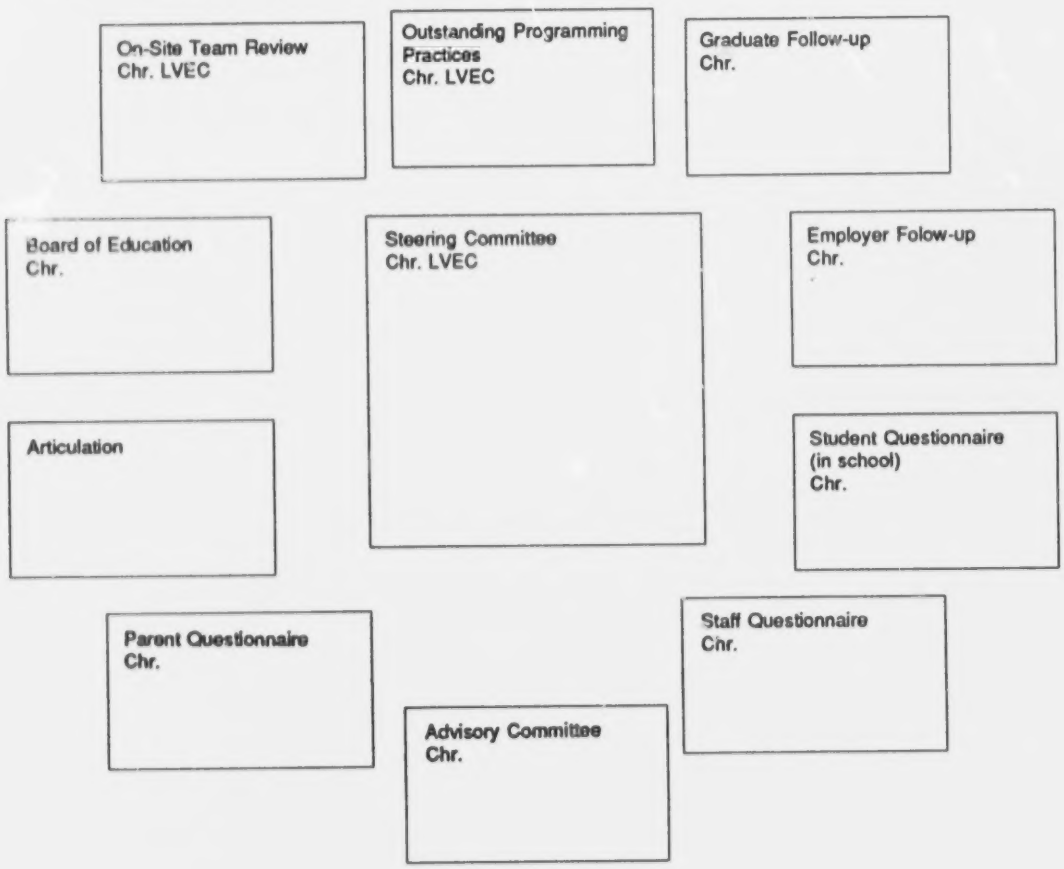
With the assistance of the steering committee, the LVEC charts the overall course of the self-evaluation phase making any adaptations deemed necessary, appoints working committees to conduct parts of the study, orients participants and other members of the school community to the self-evaluation, outlines a time schedule, and provides necessary committee materials.

(2) Self-Evaluation Committees. Schools have found various committee assignments effective. Following are workable suggestions:

- Outstanding Program Practices - three to four members with LVEC as chairperson.
- Graduate Follow-up Surveys - two to three members.
- Employer Follow-up Surveys - two members.
- Student (in school) Questionnaires - two members.
- Vocational Staff Questionnaires - one member.

Figure 3

WI DPI Secondary Vocational Program Evaluation

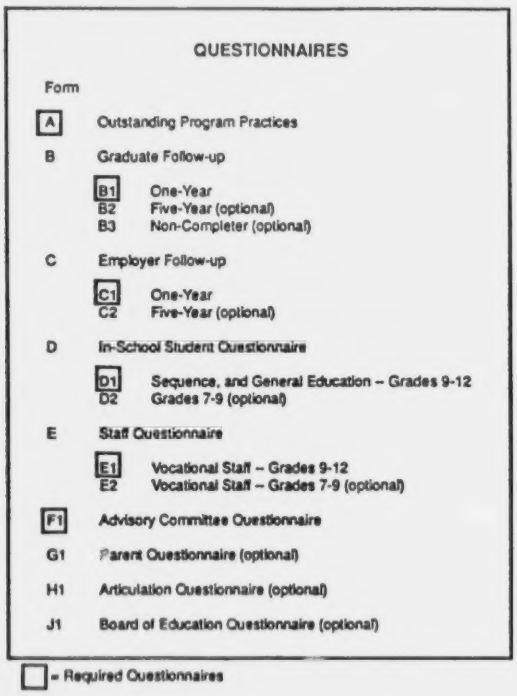


Overview of Questionnaires

The instrumentation and procedures developed for self-evaluation of the vocational program are designed to involve and/or gather data from all persons involved with or benefiting from the program. This is in keeping with the idea of self-evaluation wherein the people most directly concerned with the various phases and facets of program be involved with the portions of the self-evaluation pertaining to their work or roles.

Fourteen evaluation questionnaires were selected to elicit data from program personnel (administrative, supportive, instructional, and special needs), graduate students, employers, advisory persons, as well as parents, adjacent community educators and board of education members.

The evaluation questionnaires are identified below. Note that six of the fourteen questionnaires are required.



Questionnaire Forms A through J are included in a packet separate from this manual. All forms and required data processing are furnished to participating schools by the CVTAE. Computer tables are available to schools at an additional cost.

Overview of Self-Evaluation Report

The purpose of the Self Evaluation Report is to present relevant information about the school district in one concise document. The Report will be used by vocational staff and administration to improve vocational programs. It will also be used as a resource document by the visiting team. The style of the Report needs to be readable and clear, yet as complete as is feasible. The Report includes a copy of the Carl Perkins Two-Year Plan, needs assessment reports or summaries, the complete raw data, several selected presentation tables to highlight important findings, a review of the last evaluation and conclusions drawn from the findings. An executive summary at the beginning of the report will provide the reader with an initial overview of its contents.

Timetable

Early in the study a time schedule which reflects the following basic deadlines and elements should be established by the steering committee. Each participant should be given a copy of the schedule.

- Steering Committee establishes guidelines and tentative plan of operation. Formulate the first of the series of news releases for school and community awareness.
- Utilization components are identified.
- LVEC attends two in-service sessions conducted by CVTAE.
- Schedule on-site team visitation dates. Plan for a two and one-half day evaluation allowing for the team to arrive early in the evening before orientation. (See page 36 for sample schedule.)
- Orient all program personnel to the purpose, procedure, questionnaires, and their roles in the self-evaluation. Issue Vocational Evaluation Manual, organize self-evaluation committees, publish and distribute lists of committees.
- Orient staff to utilization plan.
- Set beginning date of the evaluation. Begin follow-up activities as early as possible. (See "Guidelines for Conducting a Follow-up Survey, " p. 15.)
- Send out news release.
- Set deadlines for questionnaire response: professional staff, students (in-school), advisory committee members, employer and graduate follow up. (A six to eight week period is suggested as minimum for mailed questionnaire response.)
- Set deadlines for CVTAE data processing. (Allow ten working days from processing center at CVTAE, UW-Stout.)
- Set deadline for Chapter 1 (Carl Perkins Two-Year Plan and Needs Assessment Reports) and Chapter 2 (District Compliance with Federal and State Requirements).
- Set deadline for Chapter 5, Review of Implementation of Previous Evaluation. This chapter can be developed early in the Self-Evaluation phase.
- Set final date for completion of Self-Evaluation Report. (Allow at least two weeks to analyze data and develop presentation tables for Chapter 4 and Conclusions/Strengths/Weaknesses for Chapter 6.)
- Set deadline for duplicating report and mailing one copy to the on-site team leader, each team member, and DPI and CVTAE consultants. The report must be completed so that team members have at least ten days for study of the report prior to the on-site evaluation date. The Self-Evaluation Report should be disseminated to appropriate school and program personnel. See page 6 for DPI deadlines for submission of Self-Evaluation Report.
- Publish the Team Report. (Allow one to two weeks for school personnel to type the final master of the team report from the rough-draft typed copy edited by CVTAE consultant at the conclusion of the on-site visitation, and for duplicating and binding.) This entire final activity is completed at the school.
- Disseminate the Team Report to appropriate school and program staff, board of education, DPI and CVTAE contact persons, and team members.
- Begin the second step of the utilization phase: analyze and interpret findings of the self-evaluation and team evaluation towards short- and long-range plans for program improvement. (See page 63.)

TIME SCHEDULE
(for use by LVECs to insure deadlines will be met)

I. Data Collection

Activity	Disseminate by	Cut-off Date	Comments
Form A	*not mailed*		
Form B1			
Form B2			
Form B3			
Form C1			
Form C2			
Form D1			
Form D2			
Form E1			
Form E2			
Form F1			
Form G1			
Form H1			
Form J1			

II. Data Processing
(1) All completed forms to UW-Stout by _____
(2) All computer tables returned to school by _____
(turn-around time = 10 working days for processing at UW-Stout.)

III. Self-Evaluation Report
(1) Compilation of Chapter 1, 2, 3, 4, 5, and 6 by _____
(2) Typing and Appendixes by _____
(3) Duplication completed by _____

IV. Team Visitation
(1) Mail Self-Evaluation Report and Preliminary materials to team by _____
(2) Initial preparation completed (lodging, team room, etc.) by _____
* (3) **Visitation dates** _____

*** This date should be set first - work "backwards" from here.**

_____ (School)

_____ (LVEC)

Deadlines for Receipt of Self-Evaluation Data*

LVECs are asked to use the following chart to set deadlines for sending each questionnaire to CVTAE at UW-Stout. The dates thus identified are helpful to the LVEC in planning the total self-evaluation task, as well as to evaluation project staff in planning key-entry work load. The LVEC will be asked to sign this form at the first training workshop. Evaluation project staff will return the original copy to each LVEC.

Questionnaire	Semester II, 1988-89 On-Site	Semester I, 1989-90 On-Site	Your Deadline
B1	November 1, 1988	March 1, 1989	
B2	November 1, 1988	March 1, 1989	
B3	November 1, 1988	March 1, 1989	
C1	December 15, 1988	May 10, 1989	
C2	December 15, 1988	May 10, 1989	
D1	November 1, 1988	February 1, 1989	
D2	November 1, 1988	February 1, 1989	
E1	October 20, 1988	January 10, 1989	
E2	October 20, 1988	January 10, 1989	
F1	October 20, 1988	January 10, 1989	
G1	November 1, 1988	March 1, 1989	
H1	October 20, 1988	January 10, 1989	
J1	October 20, 1988	January 10, 1989	

No data will be processed at CVTAE after May 15, 1989.

_____ LVEC

_____ School

_____ Phone

_____ Date of On-Site

* Must be received at Evaluation Project office by this date.

1988

JANUARY

S	M	T	W	T	F	S
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3	4	5	6	7	8	9
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24 31	25	26	27	28	29	30

FEBRUARY

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28	29					

MARCH

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APRIL

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MAY

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JUNE

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JULY

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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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1989

JANUARY

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FEBRUARY

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1990

JANUARY

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APRIL

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JUNE

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JULY

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AUGUST

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OCTOBER

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NOVEMBER

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DECEMBER

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Two alternative program evaluation time frames are presented below to assist in evaluation timetable planning.

General Activities	Time Frame: 1 Year	Time Frame: 1 1/2 Years
• Appoint steering committee	September, 1988	September, 1988
• Begin self-evaluation	September, 1988	September, 1988
• Conclude self-evaluation and publish report	February/March, 1989	June, 1989
• Conduct external evaluation	March/April, 1989	Oct/Nov/Dec, 1989
• Publish visiting team report	two weeks after on-site	two weeks after on-site
• Begin program improvement planning period	immediately	immediately

Time Frame suggestions for small, medium and large schools:

- One-Year Timetable. Small schools and medium-sized schools with limited vocational programs will select this general time frame. There is no advantage in dragging out an evaluation which previous schools demonstrated can feasibly be done in one year.

- One and One-Half Year Time Table. Medium and large schools with comprehensive vocational programs, as well as multiple school units, will select this general time frame. Eighteen months will provide the additional time needed to communicate with large numbers of participants, to reach large numbers of students and graduates, to report and portray a wide range of data, and to digest and analyze program strengths and weaknesses.

Collecting the Self-Evaluation Data

Description of Questionnaire

A. OUTSTANDING PROGRAM PRACTICES. It is suggested that Form A be completed by the LVEC as program manager. Purpose and instructions are contained on the form. Please read and follow the instructions carefully. (An example of Form A follows in this chapter, p. 23.) The narrative is essential to on-site team members in the development of their reports. This form is not sent to CVTAE; it is not numerical and thus is not computerized.

B. GRADUATE FOLLOW-UP. Three follow-up forms (B1, B2, and B3) were designed to contact one- and five-year graduates of vocational programs and noncompleters of the one-year graduating class. (Example: in the 1988-89 school year, graduates of 1988 and 1984 will be contacted.) Graduates are identified as IPC, sequence, and general education; by program area; as handicapped or disadvantaged; and by race. Guidelines for conducting an effective follow-up survey are contained in this chapter, page 15. It is important that in small and medium schools all one-year IPC and sequence graduates be contacted. In large programs a random sample of one-year graduates can be contacted. Schools have the *option* to contact five-year graduates with Form B2. Those vocational students who did not complete a vocational program may also be contacted by using Form B3. Note that coding boxes appear throughout the surveys. Please see page 17 for directions on proper coding. *Forms B2 and B3 are optional.*

C. EMPLOYER FOLLOW-UP. Two follow-up forms (C1 and C2) were designed to contact employers. It is necessary that graduates give permission for the school to contact their employer. Only those employers so identified should be contacted with the C forms. Employer name and address will be furnished by the graduate on the appropriate Form B and can be copied from the returned form. To properly code the surveys, please see page 18 for directions. *Form C2 is optional.*

D. STUDENT (in-school) ASSESSMENT. Form D1 was developed to be used by in-school students. All 9th-12th grade IPC, sequence, and general education students fill out the form. Note coding instructions on page 19.

Form D2 was developed to elicit information from students, grades 7-9, so comparisons can be made of students from junior high or middle school programs. *This survey is optional.*

E. PROFESSIONAL STAFF ASSESSMENT. Form E1 was developed to obtain reaction on key issues from vocational administrative, instructional, special needs, and counseling staff. All such staff should be given the opportunity to respond to this form.

Form E2 was developed to survey vocational administrative, instructional, special needs, and counseling staff from junior high or middle schools (grades 7-9). *This form is optional.*

F. ADVISORY COMMITTEE OPINIONNAIRE. Form F1 was designed to elicit data from advisory committee members. Feelings of contribution to the advisory committee, as well as its effectiveness, is assessed. All committees advising vocational programs should be surveyed by contacting all members.

G. PARENT QUESTIONNAIRE. Form G1 is a survey developed to obtain information from parents. Parents can often provide a measure of both need and effectiveness of vocational program outcomes. See page 20 for coding instructions. *This survey is optional.*

H. ARTICULATION QUESTIONNAIRE. Form H1 is designed to produce information on vertical and horizontal articulation efforts in the district. The survey should be distributed appropriately to secondary school personnel, such as academic staff who work with vocational staff, as well as adjacent VTAE and university personnel who work with the vocational program in some way.

J. BOARD OF EDUCATION QUESTIONNAIRE. Form J1 was developed to obtain information from board of education members about their perceptions and opinions concerning vocational education.

Response instructions are contained on each questionnaire form. Committees responsible for the distribution and collection of the various questionnaires should carefully record dates, sample procedures, number of forms distributed and number of forms collected from each group contacted. The section, "Guidelines for Conducting a Follow-up Survey," page 15, should be helpful to the committee(s) responsible for this part of the evaluation.

Guidelines for Conducting a Follow-Up Survey (B1, B2, B3, C1, C2)

PREPARATION

- Designate a Follow-up Coordinator assigned the responsibility for coordination and conducting each evaluation activity.
- When time allows, develop and administer a "required" exit form to be completed by students just prior to graduation. It should include (1) an orientation and an appeal for cooperation in the forthcoming follow-up study, and (2) a follow-up address at which or through which the graduate can be reached for initial follow up. (NOTE: This activity can be done in May for one-year student follow up conducted the following year.)
- Determine the survey population. In all cases this will include the one-year graduates. (In the 1988-89 school year, contact the graduates of 1988.) Determine which additional follow-up evaluation activities will be undertaken.
- Compile names and addresses. Run mailing labels. Seven labels for each name will provide two for the initial B1 mailing, two for the follow up of B1 nonresponders, one for the initial C1 mailing, one for the follow up of C1 nonresponders, and one for the master mailing list. Some schools may have the capability to include the student's program area on the mailing labels, as well as other coding information.
- Order the required number of instruments. (Include number required for follow-up of nonresponders.)

DATA COLLECTION

For Mailed Survey

- Develop a simple but explicit cover letter. Reproduce the required number of cover letters on school stationery. Prepare a second letter to be sent to nonresponders.
- Fill in the box noting "Area of High School Preparation." Be sure student's name is on each form for identification. Mail initial survey form and letter. Enclose a stamped, self-addressed return envelope.
- Set up recording procedure. Establish coding procedure.
- About two weeks after first mailing, mail the nonresponder letter and another survey (plus envelope) to those who have not returned the form.
- Work for an 80 percent response rate. (Anything less than 60 percent response rate is not valid.)
- If necessary, contact nonresponders by telephone after the second mailing.

For Telephone Survey

- Contact respondents by phone, tallying responses on appropriate individual forms.
- Time telephoning so respondents who work are reached at home.

Guidelines for Administering Other Questionnaires

D1, D2 In-School Student Questionnaire

- The population is all students, grades 9-12 for the D1 form, and grades 7-9 for the optional D2 form.
- Plan to administer these questionnaires in such a way that overlap of response is avoided. For example: every student might fill out the questionnaire during first hour, or during a required English class, or during a special assembly. Be sure that students have not filled out more than one questionnaire.
- Each student will write their name in the box marked "student name." This is essential in order to make the necessary coding. Some schools will have the capability to generate labels for this box similar to labels produced for the follow-up questionnaires.
- Ask the students to fill in "Area of High School Preparation." If the student is a senior, ask him/her to specify the program area. If the student is in grades 9-10-11, ask him/her to write in "vocational" or "academic." You may find it helpful to have available a list of all vocational courses offered at your schools. If the student has taken two or more vocational courses, they are to be classified as vocational students. Students who have taken less than two vocational courses are to be classified as academic students.

E1, E2 Staff Questionnaire

- This questionnaire is given to instructors (vocational, nonvocational, and special needs), counseling and pupil services staff, and administration.
- There is no coding on this questionnaire. It can be administered early in the self-evaluation phase.

F1 Advisory Committee Opinionnaire

- This questionnaire is given to all advisory committee members.
- There is no coding on this questionnaire. It can be administered early in the self-evaluation phase.

G1 Parent Questionnaire

- Since this questionnaire is optional, it may be given to parents of graduates or parents of in-school students. The "Student Name" box should be filled in before administering the questionnaire. Some schools may be able to generate labels for this information.

H1 Articulation Questionnaire

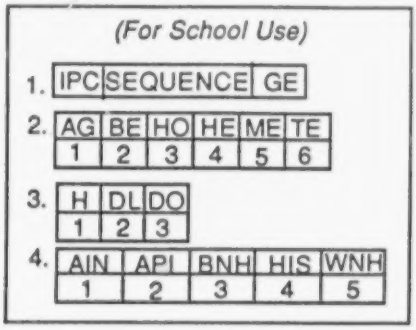
- The population for this questionnaire comes from academic staff who work with vocational education programs (horizontal articulation) and VTAE/university staff who work with vocational education programs (vertical articulation). There is no coding on this form.

J1 Board of Education Opinionnaire

- This optional questionnaire is given to Board of Education members. There is no coding on this form.

Questionnaires

B1, B2, B3 — Coding box in upper right hand corner marked (For School Use)



Question

1. Check ONE box.

   IPC = Instructional Program Component
   Sequence = Sequence Course(s)
   GE = General Education

2. Check only ONE program box.

   1 = Agriculture
   2 = Business Education
   3 = Health Occupations
   4 = Home Economics
   5 = Marketing Education
   6 = Technology Education

3. Check ONE box.

   H = Handicapped
   DL = Disadvantaged - Limited English Proficient
   DO = Disadvantaged Other

4. Check ONE box.

   AIN = American Indian
   API = Asian or Pacific Islander
   BNH = Black, not Hispanic
   HIS = Hispanic
   WNH = White, not Hispanic

18. (B1, B3)
19. (B2)

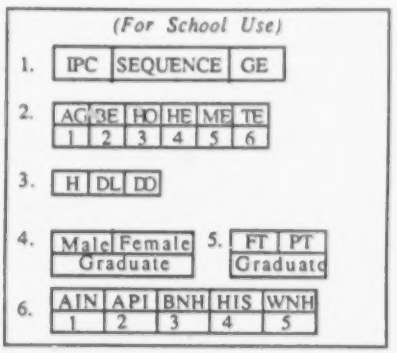
1	2	3	4	5

Check ONE box.

1 = Related VTAE
2 = Related 4-year University
3 = Other related
4 = Not related to secondary training
5 = GE graduates
OMIT = Not in school

Questionnaires

C1, C2 — Coding box in upper right hand corner marked (For School Use)



Question

1. Check ONE box.

   IPC = Instructional Program Component
   Sequence = Sequence Course(s)
   GE = General Education

2. Check only ONE program box.

   1 = Agriculture
   2 = Business Education
   3 = Health Occupations
   4 = Home Economics
   5 = Marketing Education
   6 = Technology Education

3. Check ONE box.

   H = Handicapped
   DL = Disadvantaged - Limited English Proficient
   DO = Disadvantaged other

4. Check ONE box for the graduate.

   male
   female

5. Check ONE box for the graduate.

   FT = full-time employment
   PT = part-time employment

6. Check ONE box.

   AIN = American Indian
   API = Asian or Pacific Islander
   BNH = Black, not Hispanic
   HIS = Hispanic
   WNH = White, not Hispanic

Questionnaires

D1, D2 — Coding box in upper right hand corner marked (For School Use)

(For School Use)

1. VOC | ACAD

2. 12th grade only

AG	BE	HO	HE	ME	TE
1	2	3	4	5	6

3. H | DL | DO

4.

AIN	API	BNH	HIS	WNH
1	2	3	4	5

Question

1. Check ONE box.

   VOC = vocational student
   ACAD = academic, nonvocational student

2. Check for 12th GRADE students only

   1 = Agriculture
   2 = Business Education
   3 = Health Occupations
   4 = Home Economics
   5 = Marketing Education
   6 = Technology Education

3. Check ONE box.

   H = Handicapped
   DL = Disadvantaged - Limited English Proficient
   DO = Disadvantaged Other

4. Check ONE box.

   AIN = American Indian
   API = Asian or Pacific Islander
   BNH = Black, not Hispanic
   HIS = Hispanic
   WNH = White, not Hispanic

Questionnaires

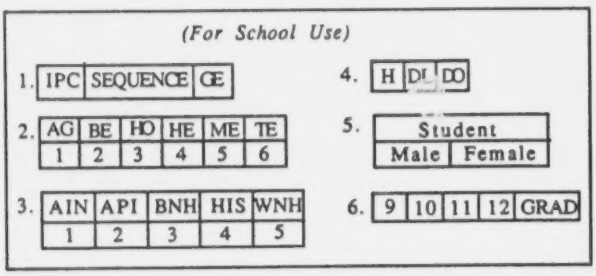
G1 — Coding box in upper right hand corner marked (For School Use)

1. Check ONE box.

   IPC = Instructional Program Component
   Sequence = Sequence Course(s)
   GE = General Education

2. Check only ONE program box.

   1 = Agriculture
   2 = Business Education
   3 = Health Occupations
   4 = Home Economics
   5 = Marketing Education
   6 = Technology Education


(For School Use)
1. IPC SEQUENCE GE
2. AG BE HO HE ME TE
1 2 3 4 5 6
3. AIN API BNH HIS WNH
1 2 3 4 5
4. H DL DO
5. Student
Male Female
6. 9 10 11 12 GRAD

3. Check ONE box.

   AIN = American Indian
   API = Asian or Pacific Islander
   BNH = Black, not Hispanic
   HIS = Hispanic
   WNH = White, not Hispanic

4. Check ONE box.

   H = Handicapped
   DL = Disadvantaged - Limited English Proficient
   DO = Disadvantaged other

5. Check ONE box for the student.

   male
   female

6. Check ONE box.

   9 = 9th grade
   10 = 10th grade
   11 = 11th grade
   12 = 12th grade
   GRAD = graduate

Questionnaires

E1, E2 — No coding required.
F1
H1
J1

Analyzing and Interpreting the Self-Evaluation Data

Computer Tables of Raw Data

Software has been developed to produce working tables of raw data directly from the questionnaires. This service eliminates the necessity to manually tabulate data from a computer printout to working tables. The additional charge to schools for the computer tables is more than offset by the savings in clerical time to tabulate and type the data.

Presentation Tables and Graphs

Most readers of the Self-Evaluation Report will not spend the time required to thoroughly analyze the data collected by the local school. Therefore, a selection of tables, graphs, and narrative statements which highlight the major findings of the data are necessary. The second LVEC training workshop deals specifically with this task. The LVEC and steering committee are encourgaed to develop graphs and tables unique to their school, or may select from sample presentation tables found in Appendix A.

Writing the Self-Evaluation Report

The responsibility for writing the Self-Evaluation Report falls primarily on the LVEC; however, it is most effective for the LVEC to assign certain staff members portions of the report to complete.

A sample cover page is found on page 26. A sample Table of Contents is found on page 27. The original signed copy will be kept in the district. Other copies will be distributed to administration, vocational staff, guidance and special needs staff, advisory committee members, and school board. Each on-site team member will also receive a copy, as well as one copy each to the Bureau for Vocational Education at DPI and to CVTAE at UW-Stout.

Each section of the Self-Evaluation Report is described in more detail in the following paragraphs.

Executive Summary

While this section appears at the beginning of the report, it is written last. It is one or two pages in length and functions as an abstract or summary of the important points in the complete report. It should have a short introduction, then headings to highlight the findings of the self-study. This page will be useful in developing news releases. It will also be included in future Two-Year Plans.

List of Tables List all tables in the report with page numbers.

List of Figures List all figures in the report with page numbers.

Glossary (See page 4-5 for sample definitions.)

Introduction

This section includes the purpose, approach, and organization of the evaluation. List persons and committees who were involved in the evaluation and in compiling the report. Show names and titles, and where applicable, the group which each person represents (e.g., former student, employer, etc.). An overall school district administrative chart is also helpful to show program supervision and other reporting relationships. Include a list of Board of Education members.

Chapter 1: Planning and Assessment

A complete copy of the school's Carl Perkins Two-Year Plan is the first item in this chapter. Refer to Volume II of the DPI Program Resources document for procedures to develop the plan. Areas to be covered include: community profile, school district profile, needs assessment and analysis, vocational equity issues, and the K-12 Developmental Guidance Program. The plan also contains goals, objectives, achievement criteria, and evaluation procedures.

The second part of this chapter contains needs assessment reports that were not included in the Carl Perkins Two-Year Plan. It is not necessary to reprint thick documents, but it is helpful to have summary statements about the findings of the needs assessment reports.

Chapter 2: District Compliance with Federal and State Requirements

A paragraph or statement will be written about how the district is addressing each of the Carl Perkins Act targeted populations. Included will be handicapped, disadvantaged, limited English proficient, adult (dropouts), single parent, equity, incarcerated and JTPA population.

This chapter will also include paragraphs for each of the following state requirements: Education for Employment (PI26), Vocational Skills (118.01), Children At Risk (118.153), Pupil Nondiscrimination (118.13), and High School Graduation Requirements (118.33).

Chapter 3: Data Display

The questionnaires and procedures used for self-evaluation of a secondary vocational program were designed to gather data from all persons involved in or benefiting from the program. In order to translate the data collected from Forms A through J in a complete and understandable manner, tables will be presented on two levels: (1) computer tables contain all of the raw data collected and form Chapter 3 of the Self-Evaluation Report; and (2) the presentation tables are derived from the computer tables and arranged to focus attention on important comparisons and relationships. (The presentation tables will form Chapter 4 of the Self-Evaluation Report.)

Chapter 3 of the Self-Evaluation Report presents a complete report of all data in working format. A small narrative to introduce the purpose and content of Chapter 3 is appropriate. (It is helpful to the team members to identify which optional forms were used.) Follow with computer tables for each of the following forms used by the school.

Form:

A OUTSTANDING PROGRAM PRACTICES

Form A will not be reported in tabular form nor is it processed by computer. Form A is reported in narrative format following exactly the outline given on the form. A small sample illustrating response is shown in the box below. School response may be displayed in italics. Include Form A as the first component of Chapter 3 of the Self-Evaluation Report.

Example of Form A

1. Are all vocational programs accessible to the handicapped and disadvantaged?
   Yes _____ No _____

   If no, describe how your school district plans to make all programs accessible.

   [Your answer here in italics]

2. Describe the activities of your advisory committee(s). Include a current membership list for each committee, and a schedule of meetings for the last two years.

   [Your answer here in italics]

B1 GRADUATE - ONE-YEAR FOLLOW-UP STUDY
B2 GRADUATE - FIVE-YEAR FOLLOW-UP STUDY
B3 NONCOMPLETER FOLLOW-UP STUDY
C1 EMPLOYER - ONE-YEAR FOLLOW-UP STUDY
C2 EMPLOYER - FIVE-YEAR FOLLOW-UP STUDY
G1 PARENT

Separate computer tables will be run for sequence, IPC, and general education respondents; each program area; special needs; race; and male/female categories. Number and percent response to each item will be shown, as well as mean and standard deviation for Likert items.

Forms (continued):

D1 IN-SCHOOL STUDENT QUESTIONNAIRE (9-12)
D2 IN-SCHOOL STUDENT QUESTIONNAIRE (7-9)

Separate tables will be run for vocational or academic; program area for 12th grade only; special needs; race; male/female; and grade level responses. Summaries will show number and percent or mean and standard deviation as appropriate to the item.

E1 STAFF QUESTIONNAIRE (9-12)
E2 STAFF QUESTIONNAIRE (7-9)
F1 ADVISORY COMMITTEE QUESTIONNAIRE
H1 ARTICULATION QUESTIONNAIRE
J1 BOARD OF EDUCATION QUESTIONNAIRE

A total summary will show number and percent or mean and standard deviation as appropriate to the item.

Chapter 4: Data Analyses

In order to present the data contained in Chapter 3 of the Self-Evaluation Report in a format which will focus attention on important comparisons and relationships as determined by the program staff, the following procedure is suggested:

(1) Analyze computer tables, noting total reponses, as well as responses of specific categories;

(2) Identify significant relationships and comparisons;

(3) Transfer the "selected" data to presentation tables, graphic reports, and/or narrative summaries in a simple and meaningful manner.

In order to assist LVECs in accomplishing the above three-step procedure, table shells showing a sample of meaningful comparisons are illustrated in Appendix A. These table shells can be used as presented or they can be adapted for use. In any event, these table shells should be considered a sample only except for p. 76a, "Number and Percent of Questionnaires Returned by Graduates," and p. 76b, "Number and Percent of Questionnaires Returned by Employers." These tables are required. Each vocational staff will find an abundance of additional significant analyses which they will want to report in a similar fashion. Remember that presentation tables are accompanied by a narrative interpretation. Where applicable, the rating key should be shown on the table. LVECs may also consider using software, such as PFS Graph, to generate presentation graphs and charts.

Chapter 5: Review of Implementation of Previous Evaluations

In the introductory paragraph to this chapter, give pertinent facts about the previous DPI vocational evaluation, such as period of time when data was collected, date of on-site evaluation, and LVEC for that evaluation if different from current LVEC. Names of the team leader and team member could also be included here.

Decision Process Used in Setting Priorities

Describe the process used in deciding which evaluation recommendations to implement. What people (LVEC, principal, district administrator, vocational staff, advisory committee members, school board, special needs staff, guidance counselors) were involved in this process? How soon after the evaluation were recommendations considered? Were special meetings called to consider the evaluation findings? What person was responsible for leading the decision process?

Changes Made from Evaluation Recommendations

Describe changes made as a result of recommendations in the evaluation. Use two categories: management area changes (planning, implementation, evaluation, special needs, and guidance) and program area changes (agriculture, business education, health occupations, home economics, marketing education and technology education). Who assisted in making the changes? When was the change accomplished? Were some recommendations rejected? Why? When were the recommendations (changes) implemented?

Most Important Outcomes of the Evaluation

What were the most important outcomes of conducting a DPI Secondary Vocational Program Evaluation? You may want to consult with your vocational staff and administration before you write this section.

Chapter 6: Conclusions

As a result of completing Chapters 3 and 4, as well as a report of any FY84-FY87 implementation activity in Chapter 5, the LVEC/steering committee will have accumulated, through data analyses, a summation of the strengths and weaknesses of the vocational program.

A report of this self-analysis, whether in the form of "conclusions and recommendations" or "strengths and weaknesses," can be beneficial both to visitation team members during the on-site investigation and to program personnel planning for program improvement. Therefore, districts are challenged to analyze the data and develop a written self-analysis in Chapter 6 which will be an internal critique of the vocational program. (See pages 28-29 for a sample Chapter 6.)

This chapter will be useful in writing the Executive Summary. The recommendation and areas of weakness identified in this chapter will ultimately be incorporated in the Carl Perkins Two-Year Plan.

Appendixes

Include any applicable supporting evidence/explanation/documentation.

Substantiating evidence not attached to the report itself may be retained at the school in readiness for the visiting team. This could include: course outlines, advisory committee records, guidance materials, budget forms, curriculum guide, proposals, annual reports, handbooks, computer printouts, etc.

Be sure each page is numbered and each item of the report is marked with appropriate data: heading, location, dates, etc. Indexing chapter pages and working tables is time consuming to do, but very helpful and time saving to team members.

To facilitate work of Team Members, place tabs on chapter headings and instrument pages (i.e., B1, B2, etc.). Use colored pages to highlight different sections as desired.

Sample

VOCATIONAL EDUCATION PROGRAM

SELF-EVALUATION REPORT

OF

SCHOOL DISTRICT

WI

JUNE, 1988

Local Vocational Education Coordinator

District Administrator

High School Principal

Elementary Principal

Sample

Self-Evaluation Report

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Sample

Chapter 6

Conclusions

The School District has accumulated a vast amount of data during the year long self-analysis process. Each of the five preceeding chapters contains information that will be beneficial to the School Board, Administration, Advisory Committee and staff for program improvement purposes. Therefore, we will continue to analyze the data and use it as we work toward the goal of providing programs that will help our students make the transition from school to work and/or post secondary education.

The LVEC requested that each department conduct an internal critique of their program and develop a written self-analysis for this report. These summations of strengths and areas for improvement are included in this chapter.

The LVEC has conducted an internal critique of the vocational education management areas - planning, implementation and evaluation and summarized those in this chapter. The Center for Vocational, Technical and Adult Education, UW-Stout, provided written commentary on each of the six surveys. It is from these commentaries that the strengths and areas for improvement are made in the management of the total vocational education program at High School.

The strengths and areas for improvement identified by the self-study along with the recommendations of the on-site team will provide a direction for us to chart the course of vocational education in the 1990's in the School District.

SELECTED AREAS OF STRENGTH

The data in this self study will reveal many other areas of strength in our vocational programs. Five areas are highlighted in summation.

Training Satisfaction

One of the strongest themes that recurs throughout the data is the high degree of satisfaction with the vocational training expressed by graduates, in-school students and employers of graduates. The consistency of response from three different groups attests to the perceived value and effectiveness of secondary vocational education.

Employment

In a broad sense, the mission of secondary vocational education is to provide education for employment. Evaluation data collected on the graduates gives evidence this mission is being acocmplished. Over six out of 10 of the graduates are working full or part time.

Unemployment

The unemployment rate of the graduates is very low at four percent as compared to the most recent Wisconsin teenage unemployment rate of 14.5 percent. This is an excellent outcome.

Career Planning Assistance

Vocational teachers, as well as counselors, have an important role to play in providing assistance in planning for future careers. Both the in-school students and the graduates expressed a high degree of satisfaction with the assistance they have received in planning their careers.

Advisory Committee

An advisory committee has been established for vocational education. This group has the potential to become a strong partner in vocational education by working with the vocational staff to provide improved vocational education opportunities for youth.

SELECTED AREAS FOR IMPROVEMENT

The data in this self study will reveal other areas for improvement. Four areas are mentioned in summation.

Job Relatedness

Only one-third of all graduates hold jobs related to their area of high school preparation. Almost two-thirds of the students in the Instructional Program Component (IPC) classes (formerly called "capstone") are in jobs related to their area of vocational preparation which shows the value of upper level job preparation courses.

Employer Support of Vocational Education

Employers of graduates expressed limited working relationships with secondary schools to support vocational education in such ways as recommending equipment and materials to be used, providing facilities, providing vocational students with work experiences and serving on advisory committees.

Vocational Equity

Less than one-third of the graduates and students said they were helped to become aware of male dominated jobs which females now enter or female dominated jobs which males now enter. There is no formal vocational equity plan for the district. The vocational staff survey indicated that where male/female enrollments are disproportionate, limited steps have been taken to make these more equitable.

Articulation

Approximately one-third of the vocational staff indicated that programs are articulated vertically and horizontally. There is a need to provide time for staff to articulate programs internally, as well as work toward articulation with other schools and the programs at _____ Technical Institute in order to provide advanced standing for our students.

Chapter 2

EXTERNAL EVALUATION

Goals of the Team Visitation

The goals of the on-site evaluation are outlined below. Major goals one, two, and three outline the scope and depth of the evaluation. They should be emphasized in each team evaluation.

Major Goal One

Determine the effectiveness of the management of the total vocational education program. Develop recommendations for improvement.

Specific Goals:

(1) Planning

- Examine the philosophy, goals, and objectives of the program. Does the philosophy reflect new program directions/guidelines? Are the goals based upon the philosophy? Are objectives stated, consistent, and measurable? Determine the strengths and areas for improvement of the **goals/planning** component of the program.
- Is there evidence of a functioning, systematic and comprehensive needs assessment system? Determine the strengths and areas for improvement of the **needs assessment** component of the program.
- Is there evidence of efforts to eliminate discrimination and role stereotyping? Determine the strengths and areas for improvement in the **equity** component of the program.
- Examine the **Two-Year Plan**. Does it incorporate the goals and objectives of the vocational program?

(2) Implementation

- Does the operational program reflect identified needs of the district, its stated philosophy and objectives, sound administration and management, instructional practices, career development strategies, vocational guidance and services to students with special needs? Determine the strengths and areas for improvement of the **implementation** component of the program.
- Determine whether the total vocational program provides adequate **preparation for employment**.
- Examine the curriculum to determine evidence of philosophy, goals and objectives that reflect **new directions** in program areas.
- Determine whether **facilities and equipment** support the curriculum.
- Examine how **leadership** for the vocational program is provided.

(3) Evaluation

- Is there a systematic, ongoing program evaluation developed and in use which relates to the philosophy, goals, and objectives of the program? Determine the strengths and areas for improvement of the **evaluation** component of the program.
- Examine employability of **graduates**, preparation for post-secondary education, and satisfaction with the program.
- Determine how effectively recommendations from a **prior vocational evaluation** have been considered or implemented.

Major Goal Two

Determine the effectiveness of the high school occupational preparation programs. (These include *but are not limited to* agriculture, business education, health occupations, home economics, marketing education, technology education, vocational guidance, and vocational programs developed for special needs students. Develop recommendations for improvement.

Specific Goals:

- Determine if the courses offered are preparing students for the world of work, labor market needs, and/or for post-secondary educational training.
- Determine if program offerings are comprehensive and responsive to student needs.
- Determine the effectiveness of current courses, how recently program offerings have been modified, deleted or upgraded, and how effectively this was done.
- Determine the presence/absence of discrimination, stereotyping and bias, and efforts made to promote nontraditional enrollments and opportunities.
- Determine in-school articulation and community articulation between the local vocational programs, local resources and other education agencies.

Major Goal Three

Determine whether pre-high school exploratory courses are relevant, adequate, and available to a wide range of students. Develop recommendations for improvement.

Specific Goals:

- Determine if the courses offered are preparing students for the world of work.
- Determine if program offerings are comprehensive and responsive to student needs.
- Determine the effectiveness of current courses, how recently program offerings have been modified, deleted or upgraded, and how effectively this was done.
- Determine the presence/absence of discrimination, stereotyping and bias, and the efforts made to promote nontraditional enrollments and opportunities.
- Determine in-school articulation and community articulation between local vocational programs and local resources.

The Evaluation Team

Team Size

The size of the on-site visitation team will be adjusted to fit the size of the school's vocational program.

Large schools or medium-sized schools with comprehensive vocational programs, as well as multiple school settings, will need three management evaluators per school and one to two evaluators for each program area per school. Small or medium-sized schools with less than a comprehensive vocational program may use one or two management evaluators and one evaluator per program area. (Management areas include planning, implementation, evaluation, guidance/counseling and special needs. Program areas include agriculture, business education, health occupations, home economics, technology education and marketing education.) Schools which share interdistrict programs may assign a portion of at least one evaluator's time to evaluate these courses. (See Matrix for Determining Size of Visiting Team page 32.)

MATRIX FOR DETERMINING SIZE OF VISITING TEAM

school (include names and level of each school to be visited) _____

date of visit _____

team leader _____

DPI (to be identified) _____

(consultants) _____

CVTAE (to be identified) _____

(Include all levels)

DISCIPLINE AREAS	Number Teachers	Number Students	Number IPC Students	For CVTAE use only Evaluator(s) Needed
Agriculture				
Business Education				
Health Occupations				
Home Economics				
Marketing Education				
Technology Education				

MANAGEMENT AREAS (Total Vocational Program)	Total Number Voc. Ed. Staff	Total Number Students in Voc. Ed.	Total Number IPC Students	Evaluator(s) Needed
Planning Implementation Evaluation				

	Number Staff	Number Students	Number IPC Students	Evaluator(s) Needed
Special Needs				

	Number Staff	School Enrollment 9-12	School Enrollment K-12	Evaluator(s) Needed
Guidance and Counseling				

LVEC _____

date _____

Team Selection

All team members are selected from outside the district to be evaluated from a roster of potential evaluators provided to the host school by CVTAE. The team is comprised of a team leader and members representing two specific groups:

1. Educators from secondary and post-secondary levels representing a cross-section of vocational and administrative areas and positions.

2. Community (Business/Industry) personnel, when available.

Team Leader. Duties include conducting pre-visitation activities, coordinating the visitation, orienting the team, scheduling team member interviews during pre-visitation, and orally presenting the major visitation findings to the local district administrator, LVEC, and school board member. The team leader will be selected using the following criteria:

1. Experience or background in vocational education and familiarity with a total vocational program.

2. Competence, as judged by colleagues, such as leadership and ability to organize, as well as group sensitivity and a strong ability to deal with people.

3. Familiarity with visitation team procedures is desirable. A training workshop for all team leaders is given by project staff.

4. Availability and willingness to serve.

Educators. Several criteria will be used in selecting educators for team membership. The criteria will include:

1. Vocational* education experience and/or background.

2. Teaching, counseling, or administrative expertise in vocational education.

3. Competence, as judged by colleagues.

4. Availability and willingness to serve.

* A variety of vocational personnel will be included, such as LVEC, principal, guidance counselor, special needs educator, secondary and post-secondary educator, university teacher-trainer or vocational educator.

Community Personnel. Criteria for the selection of business and industrial representatives are listed below:

1. Concern for and basic understanding of the goals of vocational education.

2. Recommendations by colleagues.

3. Availability and willingness to serve.

This can include persons from state advisory committees, employers of vocational graduates, board of education members, training sponsors, Education for Employment Council, PIC staff members.

Team Member Functions

The **educators** of the team spend the majority of their exploration time interviewing educators within the school. A small percentage of their time may be scheduled to interview students and/or business and industrial personnel of the community. If the school participates in interdistrict sharing, they will also interview students and staff involved in these courses. Some interviews will be done in the host school.

The **business/industrial** representatives spend the majority of their time in the community talking with employers and other people in contact with current students, former students, or directly with the school. A small percentage of their time may be scheduled to interview students and/or educators within the school.

Role of Team Members

The visiting team members function as evaluators assessing the quality of the program* in the light of its stated purpose(s) and objectives. The Self-Evaluation Report prepared by program personnel is a primary source of information and should be used as an evaluation guide. However, the team normally evaluates areas beyond those recorded in the Report. Valuable information can be obtained from interviews and from supportive documents which can be considered in conjunction with the Self-Evaluation Report to formulate and acknowledge program strengths and areas for improvement.

The approach of the team to the evaluation should be objective. Practices at home institutions and/or personal biases need to be set aside. The program being reviewed should be evaluated on the basis of the District's needs and goals. The team should keep in mind that it shares a responsibility of assisting in the growth and development of the program being evaluated. Program personnel, in most cases, are proud of the program and their contributory roles and efforts while still remaining open to positive suggestions for doing an even better job. In some cases, program personnel are under rigorous time constraints to complete the Self-Evaluation Report in time to meet evaluation deadlines. Keeping these thoughts in mind will contribute to a successful and productive evaluation.

Also, remember team evaluators are chosen because of their competence and expertise. Any uneasiness a team member may feel about the evaluation needs to be communicated to the team leader and not to the local program personnel.

* NOTE: The visiting team evaluates vocational program not staff members.

Team Member Finances

Visitation expenses incurred by team members will be reimbursed by the school. Travel and expense vouchers will be distributed by school personnel during the visit. Each team member should be financially capable of paying for both travel and food during the visit. Actual expenses of each team member are reimbursed in accordance with the following guidelines:

Meals: Actual cost of meals and tips to, from, and during the business of the visitation. There is, however, a restriction from reimbursing meal expenditures over and above the maximum allowed by the District Guidelines.

Travel: Personal auto expenses, to, from, and during the business of the visitation at the District Guidelines rate.

Lodging: The actual cost of room accommodations for the evaluator while on business of the visitation. Lodging will be arranged for by the school. Telephone calls made and charged on the hotel bill will NOT be eligible for reimbursement and are the responsibility of the individual.

Suggested Correspondence to Team Members

It is the responsibility of the LVEC to contact evaluators about serving on their visitation team. A roster of potential team members is provided by CVTAE. He/she may strike any name that is inappropriate for that school. CVTAE will supply additional names as needed. It is suggested that the LVEC contact potential team members by mail (sending a photocopy of the letter to the evaluator's district administrator and LVEC). In cases where time is a limiting factor, LVECs may phone potential team members prior to sending the formal correspondence.

Refer to Appendix B, pages 95 to 109 for a correspondence check list, as well as sample letters and forms.

Conduct of the Visit

The team will begin its visit at 4:00 p.m., on Day One, with an orientation session for all team members conducted in the Team Workroom at which time the team leader will finalize the schedule and assignments, discuss plans for the evaluation, assign interview schedules, and clarify procedures for writing the team report.

The LVEC will be present at the orientation to meet the team, explain the layout of materials in the team workroom, discuss any pertinent aspects of the Self-Evaluation Report which need explanation or emphasis, and, in the case of a small school, take the team on a brief tour. In the case of a larger school or cluster set-up, the LVEC will, instead of a tour, go over the school(s) layout and district maps familiarizing the team with necessary directions. The LVEC assumes the role of an information and resource person; the team leader chairs this orientation session.

At the onset of the official visit (Day Two), the team will meet in an introductory session with the administrator, LVEC, and available vocational staff. Throughout the visit, the team will have scheduled team meetings so that members can share their findings and observations. Through these exchange sessions, members can solidify impressions and identify additional areas that should be examined or interviews/materials that should be requested. Careful notes of all findings and names of persons interviewed will be kept. The Team Member Handbook is used by the team members for jotting down thoughts and reactions.

At the conclusion of the visitation, the team leader will make a short oral report to the administrator, school board member, and LVEC. This report will include the general findings showing both strengths, weaknesses, and recommendations, all of which will be included in the overview section of the final written report. The LVEC and administrator may include other key personnel in this oral report meeting if they desire. In some cases, the team leader may be asked to present an oral report of evaluation findings to the School Board.

Overall Visitation Schedule

Day One

- Arrive at school by 4:00 p.m. Team workroom open for use at 1:00 p.m. for those team members who can arrive early. Please check in at (specify lodging facilities) before arrival at school.
- 5:00 p.m. Dinner at (specify facility)
- 6:30 - 9:30 p.m. Orientation session for visiting team at school team workroom (specify room site).

Day Two

- Arrive at school by 8:00 a.m.* Please have breakfast before arrival.
- 8:00 a.m.* Local staff-team introduction meeting. Meet superintendent, principal, LVEC, available vocational staff. *(Optional if staff introductions were made at orientation dinner.)*
- 8:30 a.m.* Team work/assignments/interviews.
- 12:00 noon* Lunch at (specify facility). School board and advisory members may be invited.
- 1:00 p.m. Team work/assignments/interviews.
- 3:30 p.m. Team conference in school team workroom. Complete the Rating Scale. Team members will begin writing tentative conclusions in preparation for the consensus meeting.
- 5:30 p.m. Dinner at (specify facility). (Team and LVEC only.)
- 7:00 p.m. Team consensus meeting in team or motel workroom. Review each evaluator's tentative conclusions. Recommendations and suggested solutions for each criteria will be formulated following consensus.
- 10:00 p.m. Dismiss for the day.

Day Three

- 8:00 a.m. Team Meeting to discuss recommendations and finalize conclusions. Finish writing reports. Some members may need additional interviews to clarify an issue.
- 8:15 a.m. Typists begin typing rough drafts.
- 10:00 a.m. Begin report readings as ready.
- 11:00 a.m. All report writing completed and turned in to CVTAE coordinator.
- 12:00 noon* Lunch at (specify facility).
- 1:00 p.m. Continue Readings.
- 3:00 p.m. Team member debriefing by CVTAE consultant. Travel vouchers filled out and turned in to LVEC. Leave school.
- 3:00 p.m. (approximate) Exit Conference: Team Leader, LVEC, CVTAE and DPI Consultants with administration and school board member.
- 4:00 p.m. Leave school.

---

* Adjust time to fit school schedule.

LVEC Role During Visitation

1. Host the team/staff introductory meeting. This will take place at either the Day One orientation dinner or at the Day Two introduction meeting. See page 36, overall schedule.

2. Have student guides identified and in readiness as facilitators for team members as needed.

3. The LVEC will be available all of Day Two to monitor progress, offer assistance and consultation if needed.

4. Distribute travel vouchers to team leader.

5. Arrange to have typists available on Day Three to type a rough draft of the Team Report. One or two typists should be assigned for 8:15 a.m.; four typists (in total) will be needed by 10:00 a.m. (If student typists are used, five to six will be needed. The confidential nature of the report and demand for accuracy make it inadvisable to select student typists.) It is essential that the rough draft be completed and edited by the CVTAE consultant before he/she leaves the school. (One or more typists may be asked to stay overtime, if needed.) CVTAE consultant will retain a photocopy of the edited rough-draft team report. WIDE CARRIAGE typewriters are a must! Computers are also desirable if local software has the capability to handle the three-column form.

6. The LVEC will be available all of Day Three to "hear" reports as they are ready. Each evaluator will read his/her report from the rough-draft typed copy. The Team Leader and LVEC will cooperatively either accept each report at this time or require the evaluator to modify it. Corrected sections must be re-read to the team leader and LVEC for acceptance.

7. Arrange for District Administrator, Principal and Board of Education representative to attend exit conference.

LVEC Role After Visitation

1. Process team member travel vouchers.

2. Type final copy of Team Report from the rough-typed copy which has been edited by the CVTAE consultant, using the Typing Guide provided by CVTAE.

3. Duplicate the completed Team Visitation Report.

4. Distribute the specified number of copies to the appropriate people.

   - mail one copy to DPI consultant
   - mail one copy to CVTAE consultant
   - mail one copy to each team member

LVEC Preparation Checklist

Responsibility of the School

Many preliminary plans can best be facilitated by persons located in the district geographical area. Therefore, the school will assume responsibility for completing the following activities and arrangements.

Preliminary Activities

1. Carefully read Team Member Handbook and Team Leader Handbook.

2. Review potential team roster from the CVTAE with school administrator. Finalize the potential list utilizing strike-off privilege if necessary.

3. Arrange for notification of selected team members and consultants. See sample letters in Appendix B, pp. 97-100. Complete "Information for Visiting Team" and send to all confirmed team members along with "Personal Data Sheet" and a copy of the team roster prepared by CVTAE. See Appendix B, pp. 102-104 for samples.

   NOTE: Team Leader/Member Handbooks will be sent to members/leader by school.

4. Review and plan tentative overall visitation schedule. Review with team leader to finalize. (See page 36.)

5. Mail Self-Evaluation Report, Flow Chart, Rating Scale and finalized overall visitation schedule to all members and consultants two weeks prior to visit. It is helpful to include a community map with school and parking accommodations shown. Remember to send these materials to the DPI Consultant and the CVTAE Coordinator.

6. Outline a list of suggested materials that the school can have in readiness for the team. See "Suggested Exhibits for Visiting Team", pages 43-44.

7. Arrange for a team workroom at the main campus building. Arrange for suggested materials to be available in the team workroom, as well as telephone, typewriter, computer, paper, clerical help if necessary, and capabilities for photocopying, etc. Arrange for school personnel to lay out materials in logical order. The LVEC will explain material arrangement to team members at orientation. Include a floor plan of the school (s).

8. Plan housing through school purchase order, if possible. Reserve hotel/motel rooms for team members and CVTAE and DPI personnel. (See "Team Member Finances," page 34.)

9. Prepare two sets of name tags for team members, team leader and consultants. School personnel will also need name tags. Select "student guides" (if appropriate) and prepare name tags for them.

10. Confirm arrangements for scheduled meals and eating facilities planned for on-site visitation.

11. Duplicate Team Report format sheets in adequate number to allow approximately 40 for each member plus 100 for draft typing. See page 49 for example. Duplicate Personal Interview Sheets (see page 108) to allow two for each team member plus 15 for draft typing.

13. Arrange for the team leader to have the following materials in readiness at the team workroom during the time the leader is at the school conducting the pre-visitation acitivities.

    - Class schedules (include exploratory and sequence courses) for all attendance centers and a list of the vocational teachers with a suggested time for interviews (planning periods).
    - A listing of local board of education members, addresses, and telephone numbers.
    - A listing of local advisory council members, place of employment and telephone numbers.
    - A listing of nearby graduates and employers of graduates, addresses, and telephone numbers.

14. Develop and distribute a series of news releases about team visit.

15. Prepare employers, graduates, board members, training sponsors to receive team interviews on Day Two and possibly in the morning on Day Three.

16. Schedule typists to be available for Day Three. Two typists should be ready by 8:15 a.m. and two more typists at 10:00 a.m. If possible, set up typing stations in late afternoon of Day Two. The confidential nature of the report and demand for accuracy makes it inadvisable to select student typists.

17. Develop "tentative" interview schedules for each team member with vocational staff, administration, etc. Use scheduling procedures outlined on pages 40 and 41 and on page 42, as well. Distribute to staff. Arrange to assist team leader during pre-visitation work time to complete interview schedule. This activity is critical! (Use "Schedule of Interviews," page 107, adapting as necessary.)

18. Review Self-Evaluation Report and visitation preparations with CVTAE consultant. This is done during a coordinating call two weeks prior to the on-site date, and initiated by the CVTAE Consultant.

Interview Schedule Guidelines

If team size and time are limiting factors, you may wish to schedule some of the interviews via the telephone. The following general items need to be considered by the LVEC and the team leader during the scheduling process:

- The first entries on each member's schedule should consist of the orientation and team conference meetings that have been scheduled in advance. See page 42 for example of completed interview schedule.

- Use the interview assignment matrix in Appendix B, pages 105-106 in assigning interviews. One matrix displays who should be interviewed for team members investigating management concerns; the second matrix displays who should be interviewed for team members investigating program areas. In some cases, a team member will have a double assignment of both management and program area concerns.

- Schedule interviews for each team member for Day Two only, with sufficient time (35-40 minutes) for interview and sufficient time (10-15 minutes) for the team member to summarize and record findings after. Team members themselves should be charged with scheduling any additional interviews necessary to complete their assignment for the morning of Day Three.

- Do schedule group interviews for administrative personnel and host LVEC to prevent them from being over-interviewed by management interviewers. For example, the team leader and two or three management interviewers can all interview the district administrator together. The principal can be interviewed by a group as can the host LVEC and the vocational guidance counselors (each in separate groups).

- Do not schedule group interviews between the LVEC and program area interviewers. This is not productive! For program area interviews, set up the interview schedules so interviewers meet first with the Department Head (even if this has to be scheduled before the 8:00 a.m. Introductory Meeting), next with individual instructional staff and finally with the LVEC. This pattern will set the stage for productive interviewers. Each program area evaluator must meet one-on-one with the LVEC.

- Do schedule one-half to one hour for each program area evaluator to contact advisory members by telephone. Telephone interviews can be very effective. The evaluator will need to write out interview questions in advance, get response by phone from a sample of advisory members on each question, then analyze and systhesize conclusions. When this pattern is followed, productive interviews and conclusions can result.

- Permit time for team members to travel between interviews when necessary.

- You may also wish to schedule two or three district people with one team member during some interviews when necessary, (such as students and board members).

- Team members who are investigating a program area may decide to schedule a follow-up meeting with the vocational instructor/department head on Day Two.

- Schedule interviews during preparation periods when possible. In some cases, you may need to schedule interviews during laboratory periods. When this is not possible, class time may need to be utilized, possibly arranging for someone to "cover" for the interviewee during the time of the interview.

- The team leader will share in the interview process. Take particular note of the advance schedule, however, so as not to schedule an interview for the team leader at a time when he/she is not available.

- The management evaluator(s) (planning, implementation, and evaluation) should spend most of their time interviewing administration, board members, guidance staff, special needs staff, some students, and several of the vocational staff, as well as phone calls to employers and some advisory committee members.

- The program area evaluators should concentrate on interviewing staff, students, and advisory committee members in their respective areas. They also need to interview administration, guidance, and special needs. (Program evaluators may, as a group, interview each of these people.) Also give consideration to interviews with appropriate academic staff (i.e., business education evaluator interviews English instructor).

- One evaluator (preferably a guidance counselor) will be assigned the area of guidance and counseling. Key questions (criteria) for guidance are provided in the Guidance Rating Scale.

- One evaluator will be assigned the area of special needs. Key questions (criteria) for special needs are provided in the Special Needs Rating Scale.

Sample

Individual Team Member Schedule

Team Member: _____

Time	Name and Position of Interviewee	Place
April 7, 198 (day)		
4:00 p.m.	Review On-Site Exhibits	Team Work Room
5:00	Team Dinner - Meet Staff	Lakeland Supper Club
6:30 - 9:30	Orientation Session	Team Work Room
April 8, 198 (day)		
7:30 - 8:00 a.m.	Staff/Team Introductory Meeting	Team Work Room
8:00 - 8:30	Gary Gordon - Guidance Director	Guidance Office
8:30 - 9:00	Thomas Fern - Principal - Senior High	Sr. High Office
9:00 - 9:30	Robert Danielson - LVEC	Sr. High Office
9:30 - 9:45	Phillip Erickson - Assistant Principal - Sr. High	Sr. High Office
10:00 - 10:45	Dr. Schoenike - Superintendent	District Office
11:00 - 11:30	Robert Tomczyk - Jr. High	Jr. High Office
11:30 - 11:45	Les VanVondren - Dir. of Pupil Services	Room 111 - Longfellow
12:00 - 12:45	Lunch with students and staff	Sr. High Cafeteria
1:00 - 1:15	Employer - Glenn Giersbach - Pres. Utility Tool	Team Work Room
1:15 - 1:30	Employer - Robert Seaman - Pres. Dairyman's Bank	Team Work Room
1:30 - 1:45	Advisory committee contacts	Team Work Room - by phone
1:45 - 2:00	Interview Students - Power and Energy	Sr. High Room 81
2:00 - 2:30	Beverly Wruck - Home Ec. Dept. Head	Sr. High Room 12
2:30 - 3:00	Shirley Essman - Business Ed. Teacher	Sr. High Room 15
3:00 - 3:30	Allen Mattson, Craig Hodne, Todd Lukoski-Tech Ed.	Sr. High Tech. Res. Center
3:30 - 5:00	Write Tentative Conclusions - Team Meeting/ Complete Rating Scale	Team Work Room
5:30 - 6:45	Team Dinner - Team Members and LVEC only	Edgewater Supper Club
7:00 - 10:00	Team Consensus Meeting	Team Work Room
April 10, 1986 (day)		
8:00 a.m.	Begin Report Writing	Team Work Room
10:00	Reading to LVEC	LVEC Office

Suggested Exhibits for Visiting Team

The following list of materials is a guide for the LVEC/administrator to use in preparing for a team visit. Include materials only as they relate to the total vocational program. Grouping and identifying these materials in the team workroom can greatly expedite the work and enhance the effectiveness of the team.

(Team members will have received the Self-Evaluation Report for study two weeks prior to the team visitation. Some of the items listed below may have been included in the Self-Evaluation Report and therefore do not need to be duplicated in the team workroom.

Advanced placement
Advisory comittee goals/objectives and program of work
Advisory committee membership lists
Advisory committee minutes
Agenda for student orientation sessions
Agendas of information meetings
Alternative program curriculum
Alternative programs description
Annual at-risk youth plan
Annual report
Apple computers
Blackboard
Budget
Bulletin board
Business/industry surveys
Career guidance plan
Career objectives
Career philosophy
Carl Perkins Two-Year Plan
Civil rights review
Community economic development plan
Community needs assessment reports
Community resource survey
Competency certificates
Conference attendance
Counselor/pupil ratio
Course outlines
Course prerequisites and sequences
Curriculum guides MS/HS
Curriculum revision process
Data on student career planning and process
Department meetings
Departmental and course objectives
Dictaphone
District/state/federal support services
District philosophy
DPI certification
Dropout data
Dropout prevention plan
Employer follow-up data
Enrollment in other schools
Enrollment patterns for last 2-5 years
Enrollment procedures for special needs students
Evaluation plan
Facilities/equipment inventory
Facility biographical sketches
Facility/equipment request procedures
Financial support base
Floor plan of school
Graduate follow-up data
Guidance and counseling program
Guidance plan
IEEP's
IEP's
IMC selection policy
In-service plan
Interdisciplinary activities
Interest survey
Job description
Job placement plan
Joint participation on committees
JTPA plan
Labor market data
Library catalogs
List of special needs learners
Local telephone book
Log of activities of counselor
LVEC job description
M-team reports
Maintenance and replacement schedule
Male/female enrollments
Male/female placement in nontraditional jobs
Masking tape
Master contract
Material revision process
Media budgets
Modifications/adaptations for special needs
Names of employers of graduates
Names of feeder school personnel
Needs assessment
Needs assessment plan
North Central Evaluation
Organization chart
Paper/pencils/clips
Parent survey

Perkins Act
Philosophy of special education
Philosophy of vocational education
Policy handbook
Portfolio of brochures/news letters/ news releases
Program descriptions
Program goals and objectives
Resource and career information center
Safety programs
School board policy book
Scotch tape
Shared programs
Socio-economic data
Special needs requirements
Staff administrative charts
Staff performance criteria
Staff schedule/class schedule
Staffing plan
Stapler
Student assessment reports
Student career objectives
Student handbook
Summary of proposals written
Supervision plan
Survey forms
Task and competency analyses
Teacher advanced training
Teacher work experience
Thumb tacks
Title IX review
Training plans
Typewriter
Utilization plan
VEDS data
Vocational assessment information
Vocational education marketing plan
Vocational education promotional schedule
Vocational education pupil/teacher ratio
Vocational equity in-service agenda
Vocational equity plan
Vocational student organization constitution
Vocational student organization minutes
Vocational student organization program of work
VTAE articulation plans
VTAE enrollment lists
VTAE GPA of follow-up graduates

The Team Visitation Report

It is important that all persons involved in the team visitation understand the makeup of the Team Report. The results of the team visitation will be combined in a single report which includes:

A. Evaluation Team (compiled by the LVEC from the final team roster).

B. Introduction (written by team leader). Sample shown on p. 50.

C. Team Evaluation Overview of Findings (written by team leader). Sample shown on pp. 51-52.

1. The general overview of findings statement is an important part of the evaluation report. The statement consists of a general overview of the vocational program as reported and agreed upon by the team. The intent is to highlight the exemplary characteristics and to recommend how the district can concentrate efforts to overcome major identified deficiencies. Those areas of the Self-Evaluation Report where team members may have disagreed should also be discussed here.

   a. Be concise but include sufficient information to avoid misinterpretation.

   b. Utilize data collected from the written materials, as well as information gathered during the exploration activities of the team.

   c. Include both strengths and areas needing improvement to set a balanced tone for the report.

   d. Important. Be sure to cite specific graduate data selected from the Self-Evaluation Report. This is a Vocational Program Evaluation and, as such, must acknowledge findings as related to job success, employability, and job entry level skill development. Use data from employers, graduates, and students.

D. Conclusions, Recommendations and Suggested Solutions for each of the three management areas, guidance/counseling, services to special needs, and each of the program areas. (See examples pp. 53-58.)

1. The conclusions column of the evaluation report contains statements which note exemplary characteristics and deficiencies for respective areas of concern as measured against the key questions investigated. Consider:

   a. Do you have sufficient evidence to support your statement?

   b. Does the statement reflect consensus of the team?

2. The recommendations column of the report contains statements which encourage the district to continue exemplary characteristics and/or to improve or correct deficiencies. Consider:

   a. Does your statement provide direction and suggest a meaningful action?

   b. Does the recommendation foster specific solutions?

3. The suggested solutions column consists of specific statements which the district can feasibly undertake to implement the stated recommendations. Consider:

   a. Are the statements specific (listing steps, names, places, documents, etc.) and do they leave no doubt as to the action suggested?

   b. Will the suggested solution remove the inequity noted in the conclusion and recommendation column?

   c. Are the statements realistic and feasible?

   d. Do not develop suggested recommendations or solutions for a strength other than "continue" or "good work," etc.

F. Order and outline for the Visiting Team Report. (See sample Table of Contents, page 47.)

Sample

Team Report

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Format for Three-Column Report

Area of Concern _____

CONCLUSIONS (findings)	RECOMMENDATIONS	SUGGESTED SOLUTIONS
A Conclusion states: "WHAT IS." 1. A factual statement of what exists. Example: There is an advisory committee serving the business education program. 2. It is non-judgmental 3. Brief as possible 4. Supported with evidence a. according to Self-Evaluation Report b. according to interviews c. etc. 5. Do not use such terms as: "It seems that ..." "It appears that ..." 6. Only ONE conclusion per sheet.	A Recommendation states: *'WHAT SHOULD BE."* 1. State what they should be doing. Possibly explain the reasons. 2. If the conclusion is a strength, then merely compliment them.	Suggested Solutions state: *"HOW TO GET THERE."* 1. Give specific suggestions a. Resources (texts, materials, state guides, etc.) b. Methods/approaches c. People (consultants) d. etc. 2. Refer to sample reports for ideas and to avoid "reinventing the wheel." 3. If the conclusion is a strength and a commendation given, this column would be left blank

Format for Three-Column Report
(copy for use in draft typing)

Area of Concern _____

CONCLUSIONS (findings)	RECOMMENDATIONS	SUGGESTED SOLUTIONS
57		58

Sample

INTRODUCTION

This evaluation report represents the completion of the second phase of a three-phase vocational program evaluation of the _____ School District.

The first phase of the evaluation consisted of a comprehensive self-evaluation based on input from the vocational education staff, advisory committee members, employers, school administrators, students, and graduates.

The second phase represents conclusions, recommendations, and suggested solutions of this visiting evaluation team. The outcome of this evaluation will fulfill two major needs:

1. It will assit the _____ School District educational decision-makers in assessing the effectiveness and future of vocational education programs.

2. It will satisfy the federal mandate, the Department of Public Instructions's requirements of program evaluation, and the School Evaluation Consortium accreditation requirements.

Assistance for the evaluation was provided by the Bureau for Vocational Education of the Department of Public Instruction and by the Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout, who developed the FY88-FY92 vocational education evaluation and offered guidance during the first two phases of the _____ evaluation.

This written on-site evaluation report represents input from many sources through observation, interviews, and research data provided by administration, employers, advisory committee members, vocational staff, graduates, students, and school board members. It is significant that there has been involvement from a wide range of sources for the express purpose of improving the programs for all students served.

An important aspect of the team visitation and report for the reader to understand is that each section represents the collective judgment of the entire team who worked together on investigating and evaluating the defined criteria and vocational program areas. A special team consensus meeting was held for the express purpose of checking and sharing observations and findings.

The third phase of the three-phase evaluation will be the utilization of evaluation findings. Using the findings from the self-evaluation and the on-site team evaluation reports, the _____ School District will be able to develop short- and long-range plans for further improvement of the vocational program.

Sample

TEAM EVALUATION OVERVIEW OF FINDINGS

The visitation team is appreciative of the facilities and accommodations which were made available to them during their stay. The ease and openness with which the interviews were conducted indicates that adequate advance preparation was made by the instructional and administrative staff for this FY88-FY92 re-evaluation of the district's vocational program. It was evident through the interview process and review of data that one of the major goals of this school district is to maintain and improve the total program of vocational education. The frank and honest answers given to the members of the evaluation team were indicative of the spirit in which the professional staff approached the task. The extent to which any action is taken by the _____ School District will be the extent to which the district as a whole agrees with and implements the conclusions drawn by the on-site evaluation team.

Data appearing in the Self-Evaluation Report was, in most cases, confirmed during team interviews with school administration and staff, students, employers, advisory committee members, board of education members, and graduates working in the community. Some general examples of this concurrence with self-evaluation data include the following program results which can be considered strengths of the program:

- the vocational program is comprehensive, in-depth, and offers a wide range of opportunities for young people. It is a strong program!
- the administration expressed strong support for and were proud of the vocational program.
- the LVEC is well organized, sincere and concerned in his effort to provide programs to train young people.
- the overall physical plant was observed to be very adequate. It has flexibility and features which provide for the varied experiences of the instructional programs.
- staff interviewed were well statisfied with the evaluation procedure established for the system.
- the Designated Vocational Instructor Program was observed to be working well in all vocational areas.
- the Future Farmers of America student group and alumni group offer vital support to the agriculture program.

The following comments deal with general aspects and ingredients of the program.

The district philosophy and vocational philosophy are working models and permeate throughout the total vocational education program in the school district.

Special praise should be given to the LVEC, for excellent leadership in the planning, implementation and evaluation of the total vocational education program. The district administrator, board of education, and principal are to be commended for their support of the vocational education program. The district should be proud of the community support given to the program.

The district is to be commended for the number of qualified, competent personnel who are involved in the vocational education program. The degree of commitment (beyond the call of duty) by several staff members is excellent, and they should be commended.

Some consideration should be given to these areas of concern as generated by the evaluation team:

- equipment in vocational program areas is fast becoming run down and obsolete. Plans need to be made to add and replace equipment to keep up with advancing technology before this expense becomes overwhelming.

- vocational education courses need computer technology. The purchase plan under consideration is causing a delay in securing this equipment, thus delaying student experience on the equipment.

- the junior high school vocational programs are found to be independent of one another. Continuity is lacking. Consideration should be given to changing to a truly exploratory/survey situation in grades 7-8-9 including business education, home economics, and technology education.

- it was observed that certain vocational sequences lock students into a program. Students are not allowed to step in and out to explore new interest areas in the latter grades. It would be advisable to lessen the requirements and to allow for students to choose semester offerings without numerous prerequisites.

- articulation is nonexistent with _____ Technical Institute. It is advisable to begin discussions of shared programs at advanced levels, to encourage high school equivalency programs, and to secure placement of graduates.

- sex stereotyping is prevalent and needs attention. This is very difficult to overcome and ideas that work are scarce. Review published literature and remove the stereotyping.

- the LVEC has numerous responsibilities outside of the vocational program. Consider releasing him from some of the load so he might better serve the vocational programs.

- the evaluation team identified a need for development of a comprehensive career education effort K-12. Bits and pieces are now in place. It would better serve young people in their career decision-making process if all teachers would infuse career education concepts into their courses.

The reader will find in the following pages a more specific report which focuses on the following areas of program evaluation concern.

- Planning
- Implementation
- Evaluation
- Special Needs
- Guidance and Counseling

Team comments in each of the above areas are divided into three segments: Conclusions, Recommendations, and Suggested Solutions. The "Conclusions" column displays evaluation findings noting strengths and weaknesses found. "Recommendations" contain statements which encourage or provide direction for continuance or improvement. The "Suggested Solutions" column consists of specific statements for implementation of recommendations.

A report is also provided for each of the vocational program areas within the _____ School District Vocational Program including:

- Agriculture
- Business Education
- Health Occupations
- Home Economics
- Marketing Education
- Technology Education

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While many of the following evaluatory comments will reflect program deficiencies, this should not be construed as concentrating on negative aspects but rather on those aspects that can lead to program improvement.

Sample

Area of Concern PLANNING

CONCLUSIONS (findings)	RECOMMENDATIONS	SUGGESTED SOLUTIONS
1. The district philosophy and vocational philosophy are stated in the long-range plan.	1. Continue referral to the philosophy in establishing goals and planning	
2. Program goals are written, attainable and consistent with the philosophy,but are not measurable.	2. Each staff member should review their goals to determine measurability.	2a. Make the review of goals a joint effort within each discipline. b. Set a time line.
3. Vocational goals and planning for improvement are the responsibility of the vocational coordinator and show evidence of many concerns by the vocational disciplines but are not systematized in order to cause change to take place.	3. Using this evaluation, (Self-Evaluation Report and visiting team) and the needs assessment (see needs assessment) establish short- and long-range vocational goals which have full approval of the vocational disciplines and administration.	3a. Definitely establish needs. b. The vocational coordinator and vocational staff can establish goals and determine their priority with the administration and school board approval. c. • Released time to do in-service activities • Sex equality • Home economics program structure • A food service program • Building construction • Changes in the business education vocational program • A health program • Job placement • Interest/aptitude testing

Sample

Area of Concern PLANNING (continued)

RECOMMENDATIONS	SUGGESTED SOLUTIONS	SUGGESTED SOLUTIONS
		• Declining enrollment • Utilization of data collected • Early graduation • Vertical and horizontal curriculum structure by department • Advisory committee utilization • Special needs and vocational education • Middle school program
4. Little evidence exists of on-going curriculum work in all areas of vocational education.	4. The School District of (name) should consider implementing a community needs assessment to allow for citizen input into curricular change and innovation.	4a. Under the leadership of the LVEC and director of curriclum formulate a needs assessment which will reflect the community's knowledge of vocational education. b. Reorganize all vocational departments, 6-12 into just one vocational education department. Hold monthly meetings. c. Investigate other school districts as to regular planned, ongoing curricular models. d. Under the direction of the LVEC, the Wisconsin DPI should be contacted for availability and percent of reimbursement for a summer curriculum workshop for <u>all</u> vocational education disciplines.

Sample

Area of Concern Business Education

Sample Program Area Report: Business Education

CONCLUSIONS (findings)	RECOMMENDATIONS	SUGGESTED SOLUTIONS
The Business Education Program offers courses that support the three objectives of business education as identified by the Policy Commission for Business and Economic Education. These objectives are: preparation for employment, teaching about business, and developing personal use skills.	Planning	
1. There is a Carl Perkins Two-Year Plan for vocational education on file in the district and with the DPI.	1. The business education teachers should develop a plan for curriculum development and revision, equipment and replacement and updating, and textbook replacement.	1a. Use the Wisconsin Business Education Curriculum Guide. b. Use the National Business Education Association Policy Commission statements when developing the plan.
2. No formal needs assessment has been conducted during the last five years.	2a. Organize and conduct a formal needs assessment. 2b. Occupational skills and available occupations should provide the basis for a student needs assessment instrument.	2. Involve administration, guidance department, and advisory committee in this activity.

Sample

Area of Concern Business Education (continued)

CONCLUSIONS (findings)	RECOMMENDATIONS	SUGGESTED SOLUTIONS
	Implementation	
3. According to information in the self-study report and on-site interviews, professional growth activities are discouraged.	3a. All business education teachers should attend at least one Wisconsin Business Education Association sponsored activity each year. b. Business education teachers should be encouraged to visit other schools and serve on vocational education evaluation teams. c. Teachers should regularly update their business work experience. d. Teachers should participate in technology/information processing workshops, and conferences.	3a. The Wisconsin Business Education Association sponsors a fall Saturday workshop and a two-day convention in the spring. b. Contact the DPI Business Education Supervisor for exemplary programs to visit. c. Contact local vocational supervisor for assistance. Work with members of Business Education Advisory committee to arrange shadowing experiences. d. Enroll in university sponsored technology and information processing workshops and conferences. Enroll in VTAE technology-information processing courses, workshops, and conferences.
4. Manual typewriters are being used for typewriting instruction.	4a. Manual typewriters should be replaced with electronic typewriters (2K of memory minimum) or microcomputers. b. As electric typewriters are replaced, electronic typewriters (minimum 2K memory) or microcomputers should be purchased.	4a. Develop and implement a typewriter replacement plan in the next two years. b. Use data gathered in a community survey to determine specifications for replacemnet of equipment.

Sample

Area of Concern Business Education (continued)

CONCLUSIONS (findings)	RECOMMENDATIONS	SUGGESTED SOLUTIONS
5. Microcomputers are being used in some business education courses.	5a. Purchase additional microcomputers to fully equip a laboratory for business education in each high school. b. Develop a computer applications course which includes software in word processing, data base, electronic spread sheet, and business graphics. c. Use the microcomputer with appropriate software in all business education courses.	5a. Investigate purchase of microcomputers. b. Develop a course based on suggestions in the Wisconsin Business Education Curriculum Guide available from DPI. Contact DPI Business Education Supervisor for names of schools offering this course. c. See 1 and 2 above.
6. There are no business education courses for junior high students.	6a. Offer a nonskill career exploration class at grade nine and/or below. b. Offer a keyboarding class at grade nine and/or below which is required of all students.	6a. Develop a course based on suggestions in the Wisconsin Business Education Curriculum Guide available from DPI. b. Contact DPI Business Education Supervisor for names of schools offering this course. c. Visit a school with an existing course. d. Consult the DPI position paper on keyboarding.
	Evaluation	
7. Little change has resulted from recommendations made at the 1982 DPI vocational education evaluation.	7a. The business education teachers from both schools should develop a plan for implementing the recommendations contained in this report. It should include a date of completion and who is responsible. This plan should be presented to the advisory committee, building administrators, vocational supervisor, and board of education.	

Sample

Area of Concern Business Education (concluded)

CONCLUSIONS (findings)	RECOMMENDATIONS	SUGGESTED SOLUTIONS
	7b. Periodic progress reports on the implementation plan should be made to the advisory committee, building administrators, vocational supervisor, and board of education.	
	c. When a recommendation is not implemented by the specific implementation date, an explanation should be written and the plan formally modified to include the new implementation date.	
8. One, five, and ten-year follow-ups have been completed.	8. These follow-ups should be continued.	
9. Cooperative student employers are asked to evaluate the student (program) each year.	9. Develop a competency form to report employer assessment of a student's occupational skills.	9. Contact the DPI Business Education Supervisor for samples of competency forms used in other schools and states.
10. According to on-site interviews, enrollment in business courses is primarily female.	10. Business teachers should make overt efforts to promote nontraditional career preparation.	10a. Continue to promote male involvement in office occupations.
		b. Permit students who have completed typewriting (keyboarding) and accounting to enroll in a cooperative program. They should not be required to take Office Procedures concurrently.
11. Students identify a career objective when enrolling in the cooperative program.	11. A formal training plan and training agreement should be developed for each student enrolled in the cooperative program.	

Chapter 3

UTILIZATION OF EVALUATION FINDINGS

Introduction to the Utilization Process

Utilization is traditionally defined as decision-making and results in immediate, direct, and concrete changes on program decisions. In an additional definition, utilization is seen as a gradual influence on administrative perceptions; it emphasizes the interaction of people and situations in an evaluation process. This discussion view of utilization defines impact more in terms that are meaningful to the participants of the evaluation, and less in terms of rapid, decisive, direction-changing decision.

Definition of Terms

So that the following terms may be understood in the context of this chapter, definitions are presented below:

- Dissemination: the distribution of evaluation findings from the Self-Evaluation and On-Site Team Reports to appropriate decision makers and information users. Informal dissemination occurs through active participation in the evaluation process.
- Utilization: the practical use of evaluation findings through decision-making or discussion process.
- Impact: one or more changes which were made in a vocational program.

Interrelationships of the three terms are shown in Figure 4. The assumption is that dissemination and utilization are necessary for impact to occur. The route from dissemination to impact may follow a direct formal or informal path, or it may cross over from informal dissemination to formal utilization (through decision making) to impact, or from formal dissemination to informal utilization (through discussion) to impact.

Figure 4

The Utilization Process

There are five steps in utilization of findings. It is suggested that utilization be considered as a process, with one step leading into another. To begin at any middle step in the process severely limits the overall benefits to be derived from the evaluation.

1. Planning for Utilization
2. Analyzing and Interpreting Findings from the Evaluation
3. Setting Priorities
4. Implementing Changes
5. Evaluating Impacts

Utilization will not follow automatically from the self-evaluation and team visitation phases. A systematic plan needs to be developed with the involvement of many different people in order to make maximum use of evaluation findings.

Evaluation Expectations

One final comment about how the evaluation will be used concerns the expectations of people and groups of what the evaluation will do for them. In schools where people have differing or negative expectations about the benefits of the evaluation, program impacts are lower. The most remarkable impacts come from schools where several people expect (and plan) to use evaluation findings. They display a positive, open attitude to the entire process which later continues into utilization and impact.

The vocational coordinator is responsible to provide the kind of leadership which sets a positive tone for evaluation expectations. It is especially important for that tone to be established in the planning stages.

Planning for Utilization

A typical scenario of a school completing the second phase or external review portion of the evaluation shows the vocational coordinator, school administration and staff breathing a deep sigh of relief that, "the evaluation is over!" Thoughts of using the Self-Evaluation and Team Visitation Reports to effect changes in vocational programs are postponed, "until we have a chance to study the recommendations." Meanwhile, some vocational staff are eager to receive feedback from the evaluation. Their contact with team members was stimulating; many of them are ready to make changes in their programs, based on ideas they gained from the external review.

The point of describing this scenario is to show the difference in readiness to utilize evaluation findings between different persons in the vocational program. Some people are so relieved to have finished the first two phases that they postpone the utilization step to some indefinite point in the future. They fully intend to consider recommendations but have not set a timetable. Other people in the vocational program are stimulated by the evaluation process and are ready to begin utilization immediately. The postponement of serious consideration of evaluation findings tends to dilute this enthusiasm; and ideas that were generated at the external review may be lost.

A practical way of dealing with both the relief of finishing a major effort and the desire to move immediately into the utilization phase is through a systematic plan for utilization.

A Utilization Timetable

A timetable is presented below showing how utilization steps are integrated into the entire evaluation process. See following pages for expanded interpretation of each step.

Utilization Activities	Time Frame: 1 Year	Time Frame: 1 1/2 Year
PHASE I. SELF-EVALUATION		
1. Planning for utilization	February-May	February-May
• Steering committee includes utilization components in overall evaluation timetable		
• Vocational coordinator includes utilization plan in orientation of vocational staff	September	September
PHASE II. EXTERNAL REVIEW		
• Utilization discussed at exit conference	March-April	Oct-Nov-Dec
PHASE III. UTILIZATION		
• Vocational coordinator presents overall evaluation findings to vocational staff, advisory committees, and school board	within one week after Team Visitation	
2. Vocational coordinator and vocational staff analyze and interpret self-evaluation data and external review recommendations	within six weeks after Team Visitation	
3. Vocational coordinator and vocational staff set priorities for change, develop Program Improvement Plan. Use priorities to develop goals in Two-Year Plan.	within eight weeks after Team Visitation	
4. Vocational coordinator and vocational staff implement changes as outlined in Program Improvement Plan	Some changes can be implemented within one year after Team Visitation; other changes will be incremental over the next 3-4 years	
5. Vocational coordinator and vocational staff evaluate impact	on-going	

The overall responsibility for the evaluation is assigned to the vocational coordinator. The vocational coordinator in turn appoints a steering committee to chart the overall course of the evaluation while he/she serves as chairperson of that committee. Working with the steering committee, the vocational coordinator appoints working committees to conduct parts of the study as deemed necessary, orients participants to the self-evaluation, and outlines a time schedule. (See page 61)

Focusing on Utilization at the Beginning

An important component of the steering committee's work is to consider the eventual utilization of findings. (See Sample Agenda A, page 67) It is recommended that the evaluation be utilization-focused from the onset of the study. Expectancy levels need to be set. The steering committee should spend one or two hours in one of their first meetings answering such questions as:

- What vocational program changes have been made since last evaluation?
- What difference would it make if we knew...what employers thought about our vocational graduates? the employment and post-secondary status of our vocational graduates? the satisfaction levels of in-school students? how vocational staff regard their input into the overall program? whether advisory committee members feel their advice is being used?, etc.
- What benefits to our vocational program are we looking for as a result of the evaluation?
- Do we have unique questions in our school that can be answered by the evaluation?
- Are we prepared to act on evaluation findings?

The steering committee will also develop a dissemination plan for the Self-Evaluation and Team Visitation Reports. It is suggested that a wide distribution of reports contributes to eventual utilization; and that a cover letter be prepared to accompany each report, explaning the purpose and format of the report.

Orientation of Vocational Staff

As program personnel meet for orientation about the evaluation process, it is important that plans for utilization be presented. Everyone involved in the evaluation should think about and discuss utilization at the beginning of the process. Discuss methods used after last evaluation to implement findings.

Exit Interview at On-Site Visitation

At the close of the team visitation, the team leader and on-site external coordinator will present suggestions for utilization at the regularly planned exit interview with the administration. A school board members should also be included in this interview. The CVTAE coordinator will in-service the vocational coordinator in the details of utilization activities two through five, prior to the exit interview. (See Utilization Timetable, page 61.)

Presentation of Findings to Local Staff

Within one week after the external review, the vocational coordinator will make a personal presentation of overall evaluation findings (using the overview from the Team Visitation Report, if desired) to the entire vocational staff, all advisory committee members, and to the school board at their next regular meeting. This presentation can be made in one general meeting, or several smaller meetings as the situation warrants. Further steps in the utilization process will be outlined for all persons involved in the vocational program. (See Sample Agenda B, page 68.)

Analysis and Interpretation

The study of findings from the evaluation begins with an analysis of data from both reports. A broad involvement of vocational staff and administrative personnel in that analysis will contribute to their understanding of the data, and will thus ultimately enhance their willingness to set priorities based on the findings.

Several weeks will have passed since the external review; the Team Visitation Report will have been duplicated and distributed according to the dissemination plan developed by the steering committee at the beginning of the evaluation.

Management and Program Area Meetings

It is suggested that several different meetings be called by the vocational coordinator to analyze and interpret evaluation data. There are basically two kinds of findings: findings relating to overall management of the program and those relating to the program areas. The vocational coordinator should seek assistance in analyzing and interpreting management findings from as many administrative personnel as possible. He/she should involve specific vocational staff in analyzing and interpreting program area reports. A possible procedure for these meetings is outlined below.

*2a. Call department level meetings (one meeting for each vocational program area). Participants: vocational coordinators, vocational department staff.

b. Call a management level meeting. Participants: vocational coordinator, principal, district administrator, guidance counselor, special needs staff, curriculum director.

c. Ask participants to read Self-Evaluation and Team Visitation Reports prior to meeting.

d. At each meeting, talk informally about findings from reports, taking each section of the report separately.

- review strengths and areas for improvement from Self-Evaluation Report
- review commendations and recommendations from Team Visitation Report
- talk about feasibility of making changes.

*Utilization Activity 2 (See Sample Agenda C, page 69.)

2e. Brainstorm emerging patterns from data

- Start listing potential program improvement* categories, and findings that fit into those categories. (Use findings from both the Self-Evaluation and Team Visitation Reports.)
- Repeat until all findings are placed in a program improvement category
- Do not prioritize yet
- Include strengths and commendations in program improvement categories as well as weaknesses and recommendations

f. Discuss implication of these groupings

- What overall problem areas are identified?
- What areas were also mentioned in the last evaluation?
- When vocational programming is effective, what are the elements which contribute to its success?
- What new ideas have surfaced to address problem areas?
- How can findings about the vocational education program be translated into action?

Setting Priorities

After findings have been analyzed, grouped into program improvement categories, and interpreted, vocational departments and administrative personnel will again meet to set priorities. The vocational coordinator will lead these sessions, attempting to include the professional goals of individual staff members in the process of setting priorities. The following procedures combine the benefits of discussion-based utilization with the concrete action of setting priorities (utilization through decision-making).

**3a. Review results of Utilization Activity 2

b. Develop a list of criteria for decision making, such as:

- facility and resource needs
- personnel requirements
- accessibility of program to males/females or special needs students
- programs for gifted and talented
- impact on employability of graduates
- how to serve the maximum number of students, etc.

---

*Program improvement categories: employment status of graduates, post-secondary training of graduates, employer ratings, in-school student satisfaction, vocational student organizations, advisory committees, staff input into vocational programs, services to special needs students, vocational guidance program, role stereotyping, needs assessment, occupational preparation programs, facility problems, etc.

**Utilization Activity 3 (See Sample Agenda D, page 70.)

c. Using developed criteria, each participant individually chooses the three program improvement categories that he/she believes are most important for action. Assign three points to the most important.

   Points

   3 = most important
   2 = 2nd in importance
   1 = 3rd in importance

d. The vocational coordinator records and tabulates priority values from all participants.

e. Determine the most important program improvement categories, considering categories with the most points and the highest number of people selecting that category.

f. Repeat the prioritization process if needed to determine priorities for unselected categories.

g. Record priorities on Worksheets A and B. As a group, decide on maintenance strategies (for strengths and commendations) or suggested solutions (for weaknesses and recommendations), person(s) responsible to carry out the change, facility/resource needs, and consensus priority. The worksheets may be used for overall program improvement categories and/or individual items from the Self-Evaluation and Team Visitation Reports.

h. Develop the program improvement plan (see page 73) listing all selected program improvement categories in descending consensus order. Details about person(s) responsible to carry out the change, facility/resource needs and completion data will also be noted.

i. Compare this plan with program improvement plan developed after last evaluation.

The end result of this step will be a plan for program improvement built from a synthesis of evaluation findings. Most worksheet items and program improvement categories can be acted upon at a time consistent with the consensus priority. In fiscal and staffing decisions, however, school board action may be necessary before implementation can begin.

As a final step in this utilization activity, the vocational coordinator will present the program improvement plan to the district administrator, principal and school board for their approval. A copy of the confirmed program improvement plan should then be forwarded to all vocational staff and administration.

(Note: The program improvement plan will ultimately be integrated into the Carl Perkins Two-Year Plan).

Implementing Changes

At this point in the utilization process, evaluation findings have been analyzed, interpreted, and synthesized into program improvement categories. Priorities among the categories have been set and a program improvement plan has been developed. All of these activities have been prepared for the action phase of utilization, the implementation of change outlined in the program improvement plan.

Some changes will occur in vocational programs through individual utilization of evaluation findings. Most of these individual uses will not require a formalized process to effect change. A comprehensive plan for change (such as the program improvement plan) should allow room for individual uses of evaluation findings, so long as these changes are not in conflict with overall priorities set by vocational staff and administration.

The administration and the vocational coordinator will work together to develop strategies for implementing the program improvement plan. Procedures to consider in developing these strategies follow:

*4a. Distribute the program improvement plan to vocational staff and advisory committees.

b. Develop an action plan with specific objectives indicating actions to be taken, time of completion and who is responsible to carry it out.

c. Review action strategies used to implement findings from last evaluation and revise ineffective strategies.

d. Monitor and facilitate progress toward meeting the action objectives. Inform staff as changes are made. Regular feedback is vital to all people involved so that they will have a full picture of the comprehensive action plan.

e. Anticipate roadblocks that may impede accomplishment of the objectives and take such action as necessary to either prevent the barrier or lessen its effect.

Evaluating Impacts

Within six months after completion of the external visitation, the vocational coordinator will distribute an updated program improvement plan showing changes that have been made and summarizing on-going implementation efforts. Individual efforts toward utilization should also be noted. If necessary, the vocational staff and administration can meet to assist the vocational coordinator in adjusting the action plan to address difficulties in implementation.

It is suggested that the vocational coordinator identify impact areas and give credit to people and groups who have contributed to these changes. This information should be communicated to the entire vocational staff via a newsletter or specially called meeting.

*Utilization Activity 4.

Sample Agenda A
Utilization Activity 1*

Group attending:
Steering Committee

Chaired by Vocational Coordinator

- Set a positive tone for evaluation expectations. Brainstorm possible benefits that may occur as a result of the evaluation
- Discuss proposed utilization process and identify five steps
    1. Planning for Utilization
    2. Analyzing and Interpreting Findings from the Evaluation
    3. Setting Priorities
    4. Implementing Changes
    5. Evaluating Impacts
- Present Utilization Timetable and show how it fits into overall evaluation timetable.
- Develop a dissemination plan for Self-Evaluation and Team Visitation Reports.
- Questions

*See suggested Utilization Timetable, page 61.

Sample Agenda B
Utilization Activity 1*

Group(s) attending:	
Vocational Staff	Guidance Staff
Administration	Special Needs Staff
Advisory Committees	School Board

Chaired by Vocational Coordinator

- Brief overview of evaluation process
- Highlight findings from self-evaluation
- Brief description of team visitation activities
- Overview of findings from Team Visitation Report
- Discuss five steps of utilization process
    1. Planning for Utilization
    2. Analyzing and Interpreting Findings from the Evaluation
    3. Setting Priorities
    4. Implementing Changes
    5. Evaluating Impacts
- Present Utilization Timetable
- Questions

*See suggested Utilization Timetable, page 61.

Sample Agenda C
Utilization Activity 2*

- Ask participants to read Self-Evaluation and Team Visitation Reports prior to meeting

Department Level Meetings (one meeting for each vocational program area)	Management Level Meeting (one overall meeting)
Participants: vocational coordinator, vocational staff	Participants: vocational coordinator, principal, district administrator, guidance counselor, special needs staff, curriculum director

Chaired by vocational coordinator

- Introduce purpose of the meeting: to analyze and interpret findings from the Self-Evaluation and Team Visitation Reports.
- Talk informally about findings from the reports, taking each section separately
  - review strengths and weaknesses from Self-Evaluation Report
  - review commendations and recommendations from Team Visitation Report
  - talk about feasibility of making changes
- Brainstorm emerging patterns from data
  - Start listing potential program improvement categories, and report findings that fit into those categories
  - Repeat until all items are placed in a program improvement category
  - Do not prioritize yet
  - Include strengths and commendations in program improvement categories as well as improvement areas and recommendations
- Discuss implications of these groupings
  - What overall problem areas are identified?
  - When vocational programming is effective, what are the elements which contribute to its sucess?
  - What new ideas have surfaced to address problem areas?
  - How can findings about the vocational education program be translated into action?

*See Utilization Timetable, page 61.

Sample Agenda D
Utilization Activity 3*

Department Level Meetings (one meeting for each vocational program area)	Management Level Meetings (one overall meeting)
Participants: vocational coordinator, vocational staff	Participants: vocational coordinator, principal, district administrator, guidance counselor, special needs staff, curriculum director

Chaired by LVEC

- Introduce purpose of the meeting: to set priorities based on analysis/interpretation of Self-Evaluation and Team Visitation reports.

- Review results of Utilization Activity 2.

- Develop a list of criteria for decision-making, such as:

  - facility and resource needs
  - personnel requirements
  - accessibility of program to males/females or special needs students
  - programs for gifted and talented
  - impact on employability of graduates
  - how to serve the maximum number of students, etc.

- Using developed criteria, each participant individually chooses the three program improvement categories that he/she believes are most important for action.

  Assign three points to the most important.

  3 = most important
  2 = 2nd in importance
  1 = 3rd in importance

- The vocational coordinator records and tabulates priority values from all participants.

- Determine the most important program improvement categories, considering categories with the most points and the number of people selecting that category.

- Repeat the prioritization process as needed to determine priorities for unselected categories.

- Record priorities on Worksheets A and B. As a group, decide on maintenance strategies (for strengths and commendations) or recommendations/suggested solutions (for weaknesses and recommendations), person(s) responsible to carry out the change, facility/resource needs, and consensus priority. The worksheets may be used for overall program improvement categories and/or individual items from the Self-Evaluation and Team Visitation Reports.

- Develop the program improvement plan (see page 73) listing all selected program improvement categories in descending consensus order. Details about person(s) responsible to carry out the change, facility/resource needs and completion data will also be noted.

*See suggested Utilization Timetable, page 61.

WORKSHEET A

Areas of Strength

_____ Self-Evaluation Report
_____ Team Visitation Report

Area/Department _____

CONCLUSION (Commendation)	MAINTENANCE STRATEGIES	Person(s) Responsible Facility Needs Resource (equipment, learning materials, etc.) Item Cost Completion Date: Implementation Priority (circle one) Least Important 1 2 Most Important 3 Comments:
86		87

WORKSHEET B

Areas for Improvement

_____ Self-Evaluation Report
_____ Team Visitation Report

Area/Department _____

CONCLUSIONS (Needs Improvement)	RECOMMENDATIONS (Suggested Solutions)	Person(s) Responsible Facility Needs Resources (equipment, learning materials, etc.) Item Cost Completion Date: Implementation Priority (circle one) Least Important 1 2 Most Important 3 Comments:
88		89

PROGRAM IMPROVEMENT PLAN

_____ Overall Vocational Program
_____ Agriculture
_____ Business Education
_____ Health Occupations
_____ Home Economics
_____ Technology Education
_____ Marketing Education
_____ Guidance
_____ Special Needs

Program Improvement Category (in descending rank order)	Person(s) Responsible	Facility Needs	Resources Item	Resources Cost	Completion Date	Comments

90

91

Appendix A

Presentation Tables

(Samples Only)

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Table _____

NUMBER AND PERCENT OF QUESTIONNAIRES RETURNED BY GRADUATES

Graduates	Instrument	Total Graduates N	Original Mailings N	Total Returned Non-Deliverable N	Total* Returned N	Percentage Returned ** %
One-Year	B1					
Sequence						
IPC						
General Education						
Five-Year	B2					
Sequence						
IPC						
General Education						
Non Completer						
Total						

*Figure includes those completed returns that were received too late to process.
**Percentage is calculated on the number of questionnaires mailed minus those returned non-deliverable.

Table _____

NUMBER AND PERCENT OF QUESTIONNAIRES RETURNED BY EMPLOYERS

Graduates	Instrument	Total Graduates N	Original Mailings N	Total Returned Non-Deliverable N	Total* Returned N	Percentage Returned ** %
One-Year	B1					
Sequence						
IPC						
General Education						
Five-Year	B2					
Sequence						
IPC						
General Education						
Non Completer						
Total						

*Figure includes those completed returns that were received too late to process.
**Percentage is calculated on the number of questionnaires mailed minus those returned non-deliverable.

Table _____

EMPLOYMENT STATUS OF ONE-YEAR GRADUATES

One-Year Graduate	N	Full and Part-Time Employed N %	Student Full-time N %	Unemployed Looking for Work N %	Unemployed Not Looking for Work N %
IPC Sequence General Education					
Agriculture Business Education Health Occupations Home Economics Marketing Education Technology Education					
Male Female					
Handicapped Disadvantaged, Limited English Proficient Disadvantaged, Other					
American Indian Asian or Pacific Islander Black, not Hispanic Hispanic White, not Hispanic					

NOTE: B1-6
Duplicated Numbers

Table _____

EMPLOYMENT STATUS OF FIVE-YEAR GRADUATES

Five-Year Graduate	N	Full and Part-Time Employed N %	Student Full-time N %	Unemployed Looking for Work N %	Unemployed Not Looking for Work N %
IPC					
Sequence					
General Education					
Agriculture					
Business Education					
Health Occupations					
Home Economics					
Marketing Education					
Technology Education					
Male					
Female					
Handicapped					
Disadvantaged, Limited English Proficient					
Disadvantaged, Other					
American Indian					
Asian or Pacific Islander					
Black, not Hispanic					
Hispanic					
White, not Hispanic					

NOTE: B2-6
Duplicated Numbers

Table _____

EMPLOYMENT STATUS OF NON-COMPLETERS

Non-Completers	N	Full and Part-Time Employed N %	Student Full-time N %	Unemployed Looking for Work N %	Unemployed Not Looking for Work N %
IPC					
Sequence					
General Education					
Agriculture					
Business Education					
Health Occupations					
Home Economics					
Marketing Education					
Technology Education					
Male					
Female					
Handicapped					
Disadvantaged, Limited English Proficient					
Disadvantaged, Other					
American Indian					
Asian or Pacific Islander					
Black, not Hispanic					
Hispanic					
White, not Hispanic					

NOTE: B3-6
Duplicated Numbers

Table _____

RELATEDNESS OF PRESENT JOBS TO HIGH SCHOOL VOCATIONAL TRAINING

Job Title Coded as:	One-Year Graduates						
	N = Sequence %	N = IPC %	N= H %	N= SPN DL %	N= DO %	N = Male %	N = Female %
• related to high school vocational program							
• not related to high school vocational program							

Table _____

RELATEDNESS OF PRESENT JOBS TO HIGH SCHOOL VOCATIONAL TRAINING

Job Title Coded as:	Five-Year Graduates						
	N = Sequence %	N = IPC %	N= H %	N= SPN DL %	N= DO %	N = Male %	N = Female %
• related to high school vocational program							
• not related to high school vocational program							

NOTE: B1-13, B2-12
Subtract omits and recalculate related percentages. This will give you relatedness of employed vocational graduates.

Table _____

AVERAGE HOURLY WAGE EARNED BY VOCATIONAL GRADUATES

"What is your present hourly wage before deductions?"	N = One-Year Graduates	N = Five-Year Graduates	N = Non-Completers
IPC			
Sequence			
General Education			
Agriculture			
Business Education			
Health Occupations			
Home Economics			
Marketing Education			
Technology Education			
Male			
Female			
Handicapped			
Disadvantaged, Limited English Proficient			
Disadvantaged, Other			
American Indian			
Asian or Pacific Islander			
Black, not Hispanic			
Hispanic			
White, not Hispanic			

NOTE: B1-8, B2-8, B3-8
Use no-omit mean for average hourly wage.

Table _____

GRADUATES' EXPRESSION OF SATISFACTION WITH THEIR VOCATIONAL TRAINING

"How do you feel about the vocational courses you took at your high school?"	One-Year Graduates						
	N = IPC %	N = Sequence %	N= H %	N= DL %	N= DO %	N = Male %	N = Female %
			Special Needs				
I was very satisfied							
I was satisfied.							
I was unsatisfied							
I was very unsatisfied.							

NOTE: B1-15

"How do you feel about the vocational courses you took at your high school?"	One-Year Graduates					
	Agriculture	Business Education	Health Occupations	Home Economics	Marketing Education	Technology Education
I was very satisfied						
I was satisfied.						
I was unsatisfied						
I was very unsatisfied.						

"How do you feel about the vocational courses you took at your high school?"	One-Year Graduates				
	American Indian	Asian or Pacific Islander	Black, not Hispanic	Hispanic	White, not Hispanic
I was very satisfied					
I was satisfied.					
I was unsatisfied					
I was very unsatisfied. . .					

Table _____

GRADUATES' EXPRESSION OF SATISFACTION WITH THEIR VOCATIONAL TRAINING

"How do you feel about the vocational courses you took at your high school?"	Five-Year Graduates						
	N = IPC %	N = Sequence %	N= H %	N= DL %	N= DO %	N = Male %	N = Female %
			Special Needs				
I was very satisfied							
I was satisfied.							
I was unsatisfied							
I was very unsatisfied.							

NOTE: B1-15

"How do you feel about the vocational courses you took at your high school?"	Five-Year Graduates					
	Agriculture	Business Education	Health Occupations	Home Economics	Marketing Education	Technology Education
I was very satisfied						
I was satisfied.						
I was unsatisfied						
I was very unsatisfied.						

"How do you feel about the vocational courses you took at your high school?"	Five-Year Graduates				
	American Indian	Asian or Pacific Islander	Black, not Hispanic	Hispanic	White, not Hispanic
I was very satisfied					
I was satisfied.					
I was unsatisfied					
I was very unsatisfied. . .					

Table _____

GRADUATES' EXPRESSION OF SATISFACTION WITH THEIR VOCATIONAL TRAINING

"How do you feel about the vocational courses you took at your high school?"	Non-Completers						
	N = IPC %	N = Sequence %	N= H %	N= DL %	N= DO %	N = Male %	N = Female %
			Special Needs				
I was very satisfied							
I was satisfied.							
I was unsatisfied							
I was very unsatisfied.							

NOTE: B1-15

"How do you feel about the vocational courses you took at your high school?"	Non-Completers					
	Agriculture	Business Education	Health Occupations	Home Economics	Marketing Education	Technology Education
I was very satisfied						
I was satisfied.						
I was unsatisfied						
I was very unsatisfied.						

"How do you feel about the vocational courses you took at your high school?"	Non-Completers				
	American Indian	Asian or Pacific Islander	Black, not Hispanic	Hispanic	White, not Hispanic
I was very satisfied					
I was satisfied.					
I was unsatisfied					
I was very unsatisfied. . .					

Table _____

EDUCATIONAL STATUS OF ONE-YEAR GRADUATES

One-Year Graduates	N	Educational Status											
		VTAE		UW-Center		Four-Year University		Apprenticeship		OTJ Training		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
IPC													
Sequence													
General Education													
Agriculture													
Business Education													
Health Occupations													
Home Economics													
Marketing Education													
Technology Education													
Male													
Female													
Handicapped													
Disadvantaged, Limited English Proficient													
Disadvantaged, Other													
American Indian													
Asian or Pacific Islander													
Black, not Hispanic													
Hispanic													
White, not Hispanic													

NOTE: B1:17
Duplicated Numbers

Table _____

EDUCATIONAL STATUS OF FIVE-YEAR GRADUATES

Five-Year Graduates	N	Educational Status											
		VTAE		UW-Center		Four-Year University		Apprenticeship		OTJ Training		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
IPC													
Sequence													
General Education													
Agriculture													
Business Education													
Health Occupations													
Home Economics													
Marketing Education													
Technology Education													
Male													
Female													
Handicapped													
Disadvantaged, Limited English Proficient													
Disadvantaged, Other													
American Indian													
Asian or Pacific Islander													
Black, not Hispanic													
Hispanic													
White, not Hispanic													

NOTE: B2-18
Duplicated Numbers

Table ____

EDUCATIONAL STATUS OF NON-COMPLETERS

Non-Completers	N	Educational Status											
		VTAE N	%	UW-Center N	%	Four-Year University N	%	Apprenticeship N	%	OTJ Training N	%	Other N	%
IPC													
Sequence													
General Education													
Agriculture													
Business Education													
Health Occupations													
Home Economics													
Marketing Education													
Technology Education													
Male													
Female													
Handicapped													
Disadvantaged, Limited English Proficient													
Disadvantaged, Other													
American Indian													
Asian or Pacific Islander													
Black, not Hispanic													
Hispanic													
White, not Hispanic													

NOTE: B3-17
Duplicated Numbers

Table _____

EMPLOYER PREFERENCE FOR HIRING VOCATIONALLY TRAINED GRADUATES

"When hiring recent high school graduates, would you prefer to hire persons who have had high school vocational training?"	Employers of Graduates			
	One-Year C1		Five-Year C2	
	N	%	N	%
No preference				
Some preference				
A good deal of preference				

Table _____

EMPLOYERS RATINGS OF VOCATIONAL GRADUATES

"How would you rate this employee in the following areas?"	Employers of Graduates			
	One-Year C1		Five-Year C2	
	Mean	SD	Mean	SD
Occupational knowledge				
Occupational skills				
Work attitude				
Work quality				
Work quantity				

NOTE: C1, C2: 7, 8, 9, 10, 11

	K	Well		Adequately		Not at all
Rating Scale	E =	Prepared		Prepared		Prepared
	Y	5	4	3	2	1

Standard Deviation
K 0 to .60 = Very High Level of Agreement
E .61 to 1.20 = High Level of Agreement
Y 1.21 to 1.80 = Moderate Level of Agreement
1.81 & above = Low Level of Agreement

Table _____

EMPLOYERS' RATINGS OF BASIC SKILLS
ONE-YEAR AND FIVE-YEAR GRADUATES

"In the following areas of basic skills, how well prepared was this employee?"	N	Employers of Graduates			
		One-Year (C1)		Five-Year (C2)	
		IPC	Sequence	IPC	Sequence
		Mean SD	Mean SD	Mean SD	Mean SD
Reading					
Spelling					
Computer Literacy					
Math					
Science					
Writing					
Speaking					
Listening					
Problem Solving					

NOTE: C1 - 12 to 20
C2 - 12 to 20

	K	Well		Adequately		Not at all
Rating Scale	E =	Prepared		Prepared		Prepared
	Y	5	4	3	2	1

Standard Deviation
K 0 to .60 = Very High Level of Agreement
E .61 to 1.20 = High Level of Agreement
Y 1.21 to 1.80 = Moderate Level of Agreement
1.81 & above = Low Level of Agreement

Table _____

EMPLOYERS' RATINGS OF PREPARATION LEVEL FOR PRESENT JOB
ONE-YEAR AND FIVE-YEAR GRADUATES

"How would you rate this employee on each of the characteristics listed below?"		Employers of Graduates			
		One-Year (C1)		Five-Year (C2)	
		IPC	Sequence	IPC	Sequence
	N	Mean SD	Mean SD	Mean SD	Mean SD
Use of tools and equipment.					
Selection and care of space, materials, and supplies.					
Ability to work with co-workers.					
Accepting advice and supervision. . . .					
Working in a leadership role when applicable.					
Understanding the value and importance of work.					
Prompt and dependable in attendance .					
Willing to accept and perform tasks . .					
Ability to plan and direct own work . .					
Ability to make sound decisions.					
Shows consideration and kindness towards others.					
Neat, clean, and appropriate appearance					
Flexibility to accept change					
Ability to learn new job tasks.					

NOTE: C1 - 21 to 34
C2 - 21 to 34

Rating Scale	K E Y	Well Prepared		Adequately Prepared		Not at all Prepared
		5	4	3	2	1

Standard Deviation
K 0 to .60 = Very High Level of Agreement
E .61 to 1.20 = High Level of Agreement
Y 1.21 to 1.80 = Moderate Level of Agreement
1.81 & above = Low Level of Agreement

Table _____

CONTRIBUTIONS MADE BY EMPLOYERS TO SECONDARY VOCATIONAL PROGRAMS

"In which of the following ways does your business work with secondary schools to support vocational education? (check all that apply)"	Employers of Graduates			
	One-Year C1		Five-Year C2	
	N	%	N	%
Suggesting new vocational courses.				
Recommending equipment and materials to be used.				
Providing equipment and materials.				
Providing facilities.				
Providing vocational students with work experiences				
Serving on advisory committees.				
Providing teachers with work experiences				
Releasing employees to teach vocational courses. . .				
Partnerships.				

NOTE: C1-41
C2 - 38

Table _____

STUDENTS' IMMEDIATE POST-HIGH SCHOOL PLANS

Following high school, I plan to:	Vocational		Academic		Special Needs					
					Handicapped		Disadvantaged, Limited English Proficient		Disadvantaged, Other	
	N	%	N	%	N	%	N	%	N	%
Go to work										
Go on to school										
Both work and go to school										
Go into the military										
Other										

NOTE: D1-12

Table _____

VOCATIONAL STUDENTS' IMMEDIATE POST-HIGH SCHOOL PLANS

Following high school, I plan to:	Student Response by Vocational Program											
	Agriculture		Business Education		Health Occupations		Home Economics		Marketing Education		Technology Education	
	N	%	N	%	N	%	N	%	N	%	N	%
Go to work												
Go on to school												
Both work and go to school												
Go into the military												
Other												

NOTE: D1-12

Table _____

STUDENTS' RESPONSE TO PREVIOUSLY FILLING OUT
A CAREER INTEREST SURVEY

"I have filled out a questionnaire or survey about my occupational/ career interests, needs and abilities."	Vocational		Academic		Special Needs					
					H		DL		DO	
	N	%	N	%	N	%	N	%	N	%
Yes										
Don't Know										
No										

NOTE: D1-9

Table _____

STUDENTS' RESPONSE TO THE DEGREE OF SATISFACTION
WITH THEIR PRESENT VOCATIONAL TRAINING

"This is how I feel about the job training preparation I am receiving at present."	Vocational		Academic		Special Needs					
					H		DL		DO	
	N	%	N	%	N	%	N	%	N	%
Very satisfied										
Satisfied										
Unsatisfied										
Very unsatisfied										

NOTE: D1-11

Table _____

VOCATIONAL STUDENTS' RESPONSE TO THE DEGREE OF SATISFACTION
WITH THEIR PRESENT VOCATIONAL TRAINING

"This is how I feel about the job training preparation I am receiving at present."	Student Response by Vocational Program											
	Agriculture		Business Education		Health Occupations		Home Economics		Marketing Education		Technology Education	
	N	%	N	%	N	%	N	%	N	%	N	%
I am very satisfied												
I am satisfied												
I am unsatisfied												
I am very unsatisfied												

NOTE: D1-11

Table _____

STUDENTS' RESPONSE TO HIGH SCHOOL CAREER PLANNING ASSISTANCE AND INFORMATION RECEIVED

"How adequate is the career planning assistance and information you receive?"	Vocational		Academic		Special Needs					
					Handicapped		Disadvantaged, Limited English Proficient		Disadvantaged, Other	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Determining my skills, interests, and abilities.										
Opportunity to hear speakers from the world of work.										
Presentation of role models in nontraditional areas (i.e., female mechanics/male nurses).										
New and/or future-oriented occupations.										
Jobs held by primarily males or primarily females.										
Occupations which have local job opportunities.										
Jobs which may soon become outdated, overcrowded or offer no opportunities for advancement.										
Post-high school vocational educational opportunities related to my career goal.										
Job alternatives related to my career goal.										
How to find a job/how to apply for a job.										
How to start a business.										
How our economic system operates.										

NOTE: D1-17 to 28

Rating Scale	K E = Y	More than Adequate 5	4	Adequate 3	2	Not Adequate 1

Standard Deviation
K 0 to .60 = Very High Level of Agreement
E .61 to 1.20 = High Level of Agreement
Y 1.21 to 1.80 = Moderate Level of Agreement
1.81 & above = Low Level of Agreement

Table _____

STUDENTS' RESPONSE TO THE HELP RECEIVED
IN STUDYING AND PLANNING A CAREER

"During my high school career I have received help in studying and planning a career from the following sources:"	Vocational		Academic		Special Needs					
					Handicapped		Disadvantaged, Limited English Proficient		Disadvantaged, Other	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Instructors: vocational.										
Instructors: academic										
Instructors: technical school. . .										
Counselors (guidance staff). . .										
Friends/classmates.										
Parents.										
Relatives.										
Employers.										
Job Service										
Newspapers/magazines/ television.										
Other (please list)										

NOTE: D1-29 to 38

Rating Scale KEY = Very Helpful 5 4 3 2 Not at all Helpful 1

Standard Deviation KEY
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & above = Low Level of Agreement

Table _____

PARENTS' EXPRESSION OF THE IMPORTANCE OF HIGH SCHOOL VOCATIONAL COURSES

"I feel vocational courses including career exploration and the development of saleable job skills should be part of the high school curricula:"	N = IPC %	N = SEQUENCE %	N = MALE %	N = FEMALE %
Omit • Yes. . . . . . • Not sure. . . . . . • No.				

Table _____

PARENTS' VIEW OF THEIR CHILD'S ACCESS TO VOCATIONAL COURSES

"My child was able to enter vocational education courses related to his/her career choice:"	N = IPC %	N = SEQUENCE %	N = MALE %	N = FEMALE %
Omit • Yes. . . . . . • Not sure. . . . . . • No.				

Table _____

PARENTS' EXPRESSION OF SATISFACTION
WITH HELP GIVEN IN CAREER CHOICE

"I feel that help given my child in making a career choice was:"	N = IPC %	N = SEQUENCE %	N = MALE %	N = FEMALE %
Omit				
• Very satisfactory.				
• Satisfactory				
• In need of some improvement. . .				
• Not at all satisfactory.				

Table _____

PARENTS' EXPRESSION OF SATISFACTION
WITH PREPARATION GIVEN FOR CAREER CHOICE

"I feel the education and preparation my child received for this carer choice was:"	N = IPC %	N = SEQUENCE %	N = MALE %	N = FEMALE %
Omit				
• Very satisfactory.				
• Satisfactory				
• In need of some improvement. . .				
• Not at all satisfactory.				

Table _____

BOARD OF EDUCATION ATTITUDES
ABOUT VOCATIONAL EDUCATION

Attitudes About Vocational Education	Board of Education	
	Mean	SD
One function of a high school is to develop vocational skills in all its students. . . .		
Most students who take vocational education in high schools have other scholastic skills.		
In my community many people favor an increase in vocational education in the high school.		
It is appropriate to offer vocational education in high school		
There should be more money set aside in the school budget for vocational programs.		
Most vocational education programs offered today in high school are up-to-date		
Vocational education programs prepare high school students for a range of job opportunities potentially available to them.		
For many students in high school there should be a greater emphasis on earning a living through vocational education programs.		
It is important to provide students with vocational courses as well as other educational opportunities.		
Vocational education should be encouraged more among high school students.		
The vocational education program in high school should be intended for all youth. . .		
My community, along or in conjunction with other communities, should provide a wide variety of vocational education programs to fit the abilities of most students not going to college.		
Vocational education in high school makes enough students useful members of society to justify its costs.		
Good vocational education programs in public schools attract new industry or hold industry in the area.		
Taking vocational education courses helps students pursue further education after high school.		
A graduate of a high school vocational education program has many job skills to use in post-high school employment		
Students should begin vocational education during high school.		
A high school graduate of a vocational education program impresses me greatly. . . .		

NOTE: J1 - 6 to 23

APPENDIX B

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APPENDIX B

CORRESPONDENCE ACTIVITIES TO FILL ON-SITE TEAM

ACTIVITY	Initiated by			COMMENTS
	CVTAE	Host School	Team Member	
1. Return completed matrix to CVTAE.		X		Matrix should be completed by October 1.
2. Team Member Handbooks are sent from CVTAE.	X			
3. Send Roster of Potential Team Members to host school.	X			
4. Send letter of invitation to potential team members. . . . . NOTE: A phone call to team member's LVEC is often effective in encouraging a positive response.		X		Set deadline of response within 10 days. If time becomes short, make initial contact by phone; follow-up with letter of invitiation.
5. Request additional names as needed from CVTAE.		X		If no response in 10 days, LVEC contacts team member by phone.
6. Send response to host school. .			X	
7. If response is "no", go back to activity #4.		X		
8. If response is "yes", send thank you letter and packet (see Correspondence Check List).		X		IMPORTANT: Team member should receive Self-Evaluation Report 10 days before the On-Site Visitation.
9. Send Self-Evaluation Report, rating scales, and Team Member Handbook.		X		
10. Send final confirmed team member names to CVTAE.		X		
11. Type On-Site Team Roster and send to host school and team leader.	X			One month before the On-Site.
12. Contact Team Leader for pre-evaluation planning.		X		

NOTE: Be sure to send all on-site mailings to the CVTAE Coordinator and DPI Supervisor assigned to your visitation.

CORRESPONDENCE CHECK-LIST

Send to All Team Members

_____ Sample thank you letters

*_____ Information for Visiting Team

*_____ Personal Data Sheet. Enclose postpaid envelope for team member's use in returning the form.

*_____ Finalized Roster of Team Members. Send confirmed names to CVTAE. A final roster will be sent to you and to team leader.

*_____ Finalized Overall Visitation Schedule. Personalize the sample schedule by filling in lodging sites, room numbers, lunch and dinner sites. Adjust the beginning Day Two meeting to suit your school schedule; keep other meeting times as shown.

NOTE: Individual interview schedules will be given to team members at the Orientation Session on the evening of Day One.

**Send a complete set of individual interview schedules to Team Leader, CVTAE and DPI consultants 10 days before prior to the visit.

Personal Interview Sheet will also be given to team members at the Orientation Session.

*_____ Map showing school(s), parking arrangements and motel site.

_____ Team Member Handbooks. Order copies from CVTAE (715-232-3195, 3196 or 1385).

*_____ Self-Evaluation Report. Mail to Team Members two weeks prior to team visit. A cover letter pointing out the purpose of each chapter and any other significant points is appropriate and helpful. Be sure to send a Self-Evaluation Report to CVTAE for permanent filing and also to your DPI team consultant.

_____ Rating Scale

_____ Rating Scale Directions/Flow Chart

_____ Team Report and Thank You Letter pc: District Administrator and LVEC

* = Send these items to CVTAE and DPI Consultants.

Sample

APPENDIX B (continued)

School's Correspondence to Team Members (Letter #1)

(Letterhead)

DATE:

TO: _____

FROM: _____ ,LVEC

(School)

RE: Potential Vocational Program Evaluation Team Member

We are happy to invite you to serve as an on-site team member for (name of school) vocational program evaluation taking place during this academic year. You will find the specific date and assignemnt on the attached form along with a response sheet and return envelope.

As you probably are aware, the DPI Secondary Vocational Program Evaluation was developed jointly by the Department of Public Instruction and the UW-Stout Center for Vocational, Technical and Adult Education (CVTAE). Your name has been recommended by the project staff at CVTAE. Two hundred fifty schools participated in the program evaluation in FY84-FY87. This represents for our school a third evaluation of our vocational program.

The main goal of the program evlauation is program improvement. Participating schools will benefit in this respect as well as satisfying federal legislation and state requirements of program evaluation within a five-year cycle. The School Evaluation Consortium (SEC) is aware of the evaluation model and have accepted this process to satisfy their vocational evaluation.

Instrumentation and procedures for the team visit are contained in the Team Member Handbook which will be distributed to each team member prior to the visit. Team members will also receive a Self-Evaluation Report from our school prior to the visit. This report will be a major source of evaluation findings.

Discuss this opportunity with your administrator(s) (note the cc below) prior to returning the attached form. Upon accepting this team assignment, you will be contacted with a full-team roster as soon as available. Your mileage, room and meals will be reimbursed by our school district. Because this is a statewide reciprocal arrangement, there is no honorarium nor money for a substitute reimbursement.

Thank you for your consideration. Please do not hesitate to contact me if you have questions.

Enclosure: Response Form

cc: District Administrator
LVEC

Sample

APPENDIX B (continued)

School's Correspondence to Team Leader (Letter #2)

(Letterhead)

DATE:

TO: _____

FROM: _____ ,LVEC

(School)

RE: Potential Vocational Program Evaluation Team Leader

We are happy to invite you to serve on the (name of school) vocational program evaluation being conducted during this academic year. You will find the specific date on the attached form, along with a response sheet and return envelope.

As you probably are aware, the DPI Secondary Vocational Program Evaluation project was developed jointly by the Department of Public Instruction and the UW-Stout Center for Vocational, Technical and Adult Educatio n(CVTAE). Your name has been recommended by the project staff at CVTAE. Two hundred fifty schools have participated in the program evaluation in FY84-87. This represents for our school a third evaluation of our vocational program.

As a team leader, you will be oriented to the evaluation process, by the CVTAE coordinator. Your duties as team leader will include assisting in the coordination of the visitation, guiding team members with their interviews and report writing, conducting the consensus meeting, listening to reports, and presenting the major findings to the local district administrator and LVEC.

Instrumentation and procedures for the team visit are contained in the Team Leader Handbook which will be distributed prior to the on-site visit. Team members and leaders will also receive a Self-Evaluation Report from our school prior to the visit as well as a team roster as soon as available.

Discuss the opportunity with your administrator(s) (note the cc below) prior to returning the attached form. Your mileage, room and meals will be reimbursed by the school district. Because this is a state-wide reciprocal arrangement, there is no honorarium nor money for substitute reimbursement.

Thank you for your consideration. Please do not hesitate to contact me if you have questions.

Enclosure: Response Form

cc: District Administrator
LVEC

Sample

APPENDIX B (continued)

School's Correspondence to Team Members (Letter #3)

(Letterhead)

DATE:

TO:

FROM: _____ , LVEC

_____ (School) _____

Thank you for agreeing to participate in the team visit to:

School _____

Date _____

for the purpose of assisting in the evaluation of the Secondary Vocational Program. It will be a pleasure to have you on this assignment.

Enclosed with this letter you will find a copy of the Team Member Handbook which will help you in preparing for the visit.

In the very near future, we will be sending you the following items for your convenience as well as for advance study.

(1) "Information for Visiting Team"
(2) A personal data sheet which should be filled out and returned to the school
(3) Name/Address roster of team members
(4) Finalized visitation schedule
(5) A map of the area showing the school and lodging sites
(6) The Self-Evaluation Report
(7) Flow Chart
(8) Rating Scale

May we suggest that you study these materials carefully taking particular note of your specific assignment area. An orientation session to assist team members in their assignments will be conducted by your team leader and CVTAE coordinator at 4:00 p.m. the evening of Day One. (See your finalized visitation schedule for meeting place.)

If you have any further communications concerning the team visit, please contact us. We look forward to working with you on this assignment.

Enclosure: Team Member Handbook

Sample

APPENDIX B (continued)

School's Correspondence to Team Leader (Letter #4)

(Letterhead)

DATE:

TO:

FROM: _____ ,LVEC

_____(School)_____

Thank you for agreeing to participate in the team visit to:

School _____

Date _____

for the purpose of assisting in the evaluation of the Secondary Vocational Program. It will be a pleasure to have you on this assignment.

Enclosed with this letter you will find a copy of the Team Leader Handbook which will help you in preparing for the visit.

In the very near future, we will be sending you the following items for your convenience as well as for advance study.

(1) "Information for Visiting Team"
(2) A personal data sheet which should be filled out and returned to the school
(3) Name/Address roster of team members
(4) Finalized visitation schedule
(5) A map of the area showing the school and lodging sites
(6) The Self-Evaluation Report
(7) Flow Chart
(8) Rating Scale

May we suggest that you study these materials carefully taking particular note of your assignment areas.

We are looking forward to meeting and working with you.

Enclosures: Team Leader Handbook

APPENDIX B (continued)

Prospective Team Member Response Form

Host District _____

Name of School(s) _____

_____

Date* of on-site visit _____

Your team evaluation assignment is _____

Your team leader is _____

*The team will be coming in to meet at 4:00 p.m. on the first day shown for team orientation. It is essential that all team members be present for orientation. The remaining two dates shown represent full team vistiation dates.

Please return in the enclosed envelope by _____ to:

_____ I plan to participate in the above cited visit.

_____ I am not able to participate in the above cited visit; however, I could be a team participant at a different date.

You will be notified of the total team as soon as identified.

IMPORTANT: To make sure our records are accurate, please fill in as indicated below:

_____
Name and title

_____
name or supervisor/administrator

_____
school address

_____
school address of supervisor/administrator (if different from yours)

_____
your school telephone

Sample

APPENDIX B (continued)

Forms for the On-Site Visit

INFORMATION FOR THE VISITING TEAM

(This information can be assembled well in advance of the visitation and should be sent to all team members, DPI and CVTAE consultants, approximately 2-3 weeks prior to the on-site visitation.)

1. Name of school: _____
2. Team Leader: _____ Phone: _____
3. Dates of visit: _____
4. Housing: (name of facility, location, telephone number, include map)

   _____
5. First meeting of team: time _____

   place _____
6. Final meeting of team: (estimated time) _____
7. Arrangements:

   a. Where on campus will the team workroom be located? _____

   _____

   b. Will other work or conference rooms be available? Where? _____

   _____

   c. What computers and software are available at the school for team member use?

   computers _____

   software _____

   d. Will typewriters and/or photocopying capabilities be available?

   _____

   e. Will transportation be available to reach facilities located away from the main campus?

   _____
8. Message center phone number where members can be contacted while on-site:

   _____

   _____

Sample

APPENDIX B (continued)

Forms for On-Site Visit

PERSONAL DATA SHEET

Please fill out the items listed below and return by _____ to:
(date)

_____

_____

_____

(Self-addressed, stamped envelope is enclosed)

(Check one)

☐ Female ☐ Male

1. Name _____
2. Arrival time (estimate) _____
3. Team members traveling together (names) _____
4. Special dietary requirements _____
5. Arrangements have been made for members to share double rooms. If you prefer a single (twin) room only, please specify here:

_____

_____

_____

6. Indicate rooming preference:

Non-Smoker ☐

Smoker ☐

Sample

APPENDIX B (continued)

Forms for Team Report

Team Assignments

	RESPONSIBILITY (Names)
• Team Leader	_____
MANAGEMENT AREAS	
• Planning	_____
• Implementation	_____
• Evaluation	_____
• Special Needs	_____
• Guidance/Counseling	_____
PROGRAM AREAS	
• Agriculture	_____
• Business Education	_____
• Health Occupations	_____
• Home Economics Education	_____
• Marketing Education	_____
• Technology Education	_____
CONSULTANTS	
• DPI	_____
	_____
• CVTAE	_____
	_____

NOTE: The number of team members selected will be flexible for the size of the school, the size of the vocational department, and the number of program areas operating within the department. Team Members can, when appropriate and qualified, carry more than one management or one management and one program area.

APPENDIX B (continued)

Management Interview Assignment Matrix

Person to be Interviewed	Team Member Names				
	Planning	Implementation	Evaluation	Special Needs	Vocational Guidance and Counseling
1. Administration					
2. LVEC					
3. Vocational Education Staff					
4. Special Needs Staff					
5. Guidance					
6. Employers					
7. Board Members					
8. Advisory Committee Members					
9. Students (include co-op students)					
10. Other Staff					

NOTE: LVECs are encouraged to use a matrix such as the one shown here to insure that all pertinent groups are contacted. The next step (after determining what persons each evaluator will interview) is to develop individual interview schedules for each evaluator, showing time and place of the interview.

APPENDIX B (continued)

Program Area Interview Assignment Matrix

Persons to be Interviewed	Team Member Names					
	Agriculture	Business Education	Health Occupations	Home Economics	Marketing Education	Technology Education
1. Vocational Education Staff						
2. Department Head						
3. LVEC						
4. Employers						
5. Special Needs Staff						
6. Vocational Guidance						
7. Advisory Committee Members						
8. Graduates						
9. Students (5-15)						
10. Administration (if needed)						

NOTE: LVECs are encouraged to use a matrix such as the one shown here to insure that all pertinent groups are contacted. The next step (after determining what person each evaluator will interview) is to develop individual interview schedules for each evaluator, showing time and place of the interview.

APPENDIX B (continued)

SCHEDULE OF INTERVIEWS

Individual Team Member Schedule

Team Member: _____

Time	Name and Position of Interviewee	Place
_____ (day)		
4:00 p.m. - 9:30 p.m.	Team Orientation	Team Work Room
_____ (day)		
7:30 - 8:00 a.m.	Staff/Team Introductory Meeting	Team Work Room
3:30 - 5:00 a.m.	Team Meeting/Complete Rating Scale Write Tentative Conclusions	Team Work Room
5:30 - 6:45	Team Dinner	
7:00 - 10:00	Team Consensus Meeting	
_____ (day)		
8:00	Begin Report Writing	Team Work Room

APPENDIX B (continued)

PERSONAL INTERVIEWS

Name of School: _____

Team Member: _____

I interviewed the following people during the course of the visitation.

Name	Title

Sample

APPENDIX B (continued)

PERSONAL INTERVIEWS
(example filled in)

Name of School: _____

Team Member: _____

I interviewed the following people during the course of the visitation.

Name	Title
Jane Smith	*Technology Education Instructor*
Marvin Jones	*Home Economics Instructor*
John Webster	*School Board Member, Treasurer*
Jake Hammer	*Student, Welding*
Tom Collins	*Foods Service Manager*
Michael Nelson	*District Administrator*
Sarah Williams	*High School Principal*
Joe Wagner	*School Counselor*
Greg Herbert	*Junior High Principal*
Paula Kraimer	*First National Bank President*
John Dale	*Owner, Video Games, Inc.*
Sam Adams	*LVEC*